

Brigham Young University Rank and Status Policy

with College of Fine Arts and Communications Rank and Status Policy embedded.

Approved by the Academic Vice President's Council June 29, 2022.

with The Department of Theatre and Media Arts Rank and Status Policy embedded.

Approved by the Academic Vice President's Council on May 18, 2023.

1. Introduction

1.1 Overview

Continuing faculty status (CFS) is a status that may be granted to members of the university's faculty, which provides for an automatic renewal of the faculty member's annual appointment. CFS is comparable to tenured status at other colleges and universities, in that it is designed to ensure the quality and consistency of the permanent faculty and to protect individual and institutional rights of academic freedom. The rights and privileges of CFS are governed exclusively by the policies and procedures of Brigham Young University, including this policy and its related procedures. Unless a faculty member's employment is terminated for adequate cause, the faculty member with CFS will receive a contract for the following academic year ([see Faculty Discipline and Termination Policy](#)). A faculty member who rejects a contract thereby resigns from the university, relinquishes CFS, and ends the employment relationship with the university upon expiration of the current contract.

This policy describes the university's standards for granting CFS candidacy, CFS, and rank advancement. Specific review procedures for implementing this policy are detailed in the [Rank and Status Professorial Faculty Review Procedures](#), the [Rank and Status Professional Faculty Review Procedures](#), and the [Rank and Status Independent Examination Procedures](#).

1.2 Individual Responsibility

Individual faculty members are responsible for becoming familiar with the university's policies, procedures, and standards for review, and for presenting persuasive evidence to the university that they qualify for CFS candidacy, CFS, or rank advancement. Although the university is not obligated to grant CFS candidacy, CFS, or rank advancement to any individual, the university agrees to provide a fair review process as described in this policy and the associated procedures.

1.2 CFACRSP Individual Responsibility

Individual faculty members in the College of Fine Arts and Communications (CFAC) are responsible for becoming familiar with the college and school/department policies, procedures, and standards for review. These are set forth in documents which are aligned with those of the university and provide discipline-specific standards that will aid faculty seeking to present persuasive evidence of their qualifications. Faculty portfolios must be prepared using the

university template and guidelines. The department chair/school director will assign the faculty member a faculty mentor who will provide guidance on CFAC Rank and Status processes and procedures. Ultimately the faculty member is responsible for meeting CFAC deadlines and presenting their qualifications to the university.

1.2 Individual Responsibility in TMA

In the Department of Theatre and Media Arts (TMA), the department chair is a key reference for advancing faculty members and helps make scholarship and portfolio decisions with them. Assigned faculty mentors should coordinate with the chair and with candidates to provide additional guidance and support. Faculty members are ultimately responsible for understanding, following, meeting, and addressing all advancement requirements.

1.3 College and Department Expectations Documents

Colleges and departments should create their own rank and status expectations documents and review and update them periodically to reflect current expectations; department, college, and university needs; and current standards within the relevant academic disciplines. College documents should describe standards that apply to all academic units within the college, and department documents should describe standards for the disciplines within the department. College and department rank and status documents must be approved by the dean and the academic vice president. If no approved department document exists, the college document serves as the standard for review. College and department rank and status expectations documents may not contradict or waive any requirement of this policy or the associated procedures or apply a lower standard. If there is a conflict between a college or department document and university policy or procedures, the university policy and procedures govern.

1.3 CFACRSP College and Department Expectations Documents

The College of Fine Arts and Communications (CFAC) works with CFAC leaders and department/school Rank and Status Committees to create, review, and revise college and department/school documents to ensure alignment with both university and disciplinary standards. The college and its associated departments/schools embed their rank and status expectations documents within the University Rank and Status Policy to ensure that faculty members can see the standards and expectations alignment. Individual faculty should receive access to and information about these policies, procedures, and standards for review early in the first year of hire. The faculty member's Professional Development Plan should be crafted with full knowledge of the university, college, and department/school expectations.

1.4 Nondiscrimination

The standards in this policy and the processes in the associated procedures will be applied in accordance with relevant nondiscrimination laws, as required by the university's [Nondiscrimination and Equal Opportunity Policy](#). Complaints of unlawful discrimination in the application of this policy or the associated procedures must be submitted under the [Discrimination Complaint Procedures](#) and will not be reviewed under the [Rank and Status Independent Examination Procedures](#). At the request of the faculty member, chair, dean, or

academic vice president, the rank and status review process may be stayed while allegations of discrimination are investigated and resolved.

2. Expectations of Professorial and Professional Faculty

2.1 Faculty Standards

BYU is a private university with unique goals and aspirations rooted in the mission of The Church of Jesus Christ of Latter-day Saints. It is a faculty member's responsibility to contribute affirmatively to the full realization of human potential and to a university environment enlightened by living prophets and sustained by those moral virtues which characterize the life and teachings of the Son of God (see [Mission Statement](#)). Faculty members should also provide students an education that is spiritually strengthening, intellectually enlarging, and character building and that leads to lifelong learning and service (see [Aims of a BYU Education](#)). It is a condition of employment that faculty members act in accordance with university policies, including the [Academic Freedom Policy](#), the [Church Educational System Honor Code](#), and the [Dress and Grooming Standards](#). Faculty who are members of The Church of Jesus Christ of Latter-day Saints and who accept an offer of university employment on or after January 27, 2022, also accept as a condition of employment that they will hold and be worthy to hold a current temple recommend. Those hired prior to January 27, 2022, are invited to voluntarily accept this same standard as a condition of employment. Members of the Church of Jesus Christ hired before January 27, 2022, who have not voluntarily accepted the temple recommend standard continue to accept as a condition of employment the standards of conduct consistent with qualifying for temple privileges.

As integral members of the university community, faculty are expected to be role models of a life that combines spiritual values and personal integrity with intellectual rigor and academic excellence, and to conduct their work in a professional manner consistent with the principles and values espoused by the university and the Church of Jesus Christ. They are expected to live lives reflecting a love of God, a commitment to keeping His commandments, and loyalty to the Church of Jesus Christ. They should engage in continuing faculty development and maintain high levels of performance throughout their careers.

2.1 CFACRSP Faculty Standards

The College of Fine Arts and Communications supports the general expectations for faculty as defined in the university guidelines. Chairs/directors and faculty should be well-informed of these expectations. New faculty should create a Faculty Development Plan in their first year at BYU in consultation with a faculty mentor and department chair/school director. Each year, faculty participate in an annual review (see below) to ensure that both leaders and faculty have a clear understanding of how the faculty member is meeting the university, college, and department/school faculty standards.

2.1 TMA Faculty Standards

Department leadership reviews each member of the TMA faculty every year. As part of this process, faculty members complete documents in the Faculty Profile System (FPS). The FPS reports plus the year's student ratings are evaluated by members of the TMA Performance Review Council, who assess faculty using the following categories: *exceeded expectations*, *met expectations*, *partially met expectations*, or *failed to meet expectations*. Faculty then participate in an annual stewardship interview (ASI) with the department chair to receive feedback on their teaching, scholarship, and citizenship based on the Performance Review Council's evaluation and the chair's independent evaluation. The chair and the faculty may also discuss appropriate activities that correspond with the faculty member's appointment, or additional performance concerns. The ASI process culminates in a report to the CFAC Dean on the faculty's progress.

Faith-based, high-quality teaching should be the primary goal of each TMA faculty member. TMA faculty should infuse faith, gospel methodology, personal insights, and intellectual rigor into all learning spaces. Professorial faculty (and professional faculty whose position description includes scholarship) should also have a consistent record of high-quality scholarly and/or creative activity. All TMA faculty should be contributing disciplinary citizens at the local and national/international levels and should evidence collegiality befitting a disciple of Jesus Christ. The department defines high-quality as receiving *met expectations* or *exceeded expectations* in faculty evaluations. Candidates and the department chair will maintain an accurate written record of the proceedings of all ASIs, including directions and guidelines suggested by department leadership. ASIs and reports prepare faculty to move successfully through the rank and status process.

2.2 Effectiveness in All Areas of Responsibility

Professorial faculty members are expected to engage in high-quality teaching, scholarship, and citizenship, including mentoring of students. Professional faculty members are expected to engage in high-quality teaching, scholarship, or other specialized assignments as detailed in the position description, including mentoring of students if not precluded by the position description, and in high-quality citizenship. The allocation of time among these areas may vary for each faculty member or over a faculty member's career in response to changes in assignments or university, department, and disciplinary needs and opportunities. For example, early in their careers, most professorial faculty members should emphasize teaching and scholarship, and should be given lighter committee and other administrative assignments. Reviewers in the rank and status process should consider any differences in assignments and expectations among individual faculty members.

2.2 CFACRSP Effectiveness in All Areas of Responsibility

CFAC Department and School leaders determine assignments and the allocation of time within their unit and for individual faculty members. These decisions should be made in consultation with the Dean's office and should most often reflect disciplinary standards. Decisions about assignment and allocation of time should be transparent and consistent.

2.2 Effectiveness in All Areas of Responsibility in TMA

Under the direction of the department chair, faculty members should carry an appropriate share of the departmental workload in teaching, scholarship, and citizenship. For TMA faculty members, this balance varies from one faculty member to another and may vary by year. The department will help faculty balance heavier responsibilities in one area against lighter ones in another. The department will also alert faculty when their workload is out of balance with BYU expectations. Faculty members should express and address concerns in a timely manner, and the department chair should respond sensitively and quickly.

3. Performance Standards for Professorial Faculty

3.1 Mentoring of Students

BYU is a student-centered university focused on student development. By mentoring individual students outside regular classroom activities, faculty members contribute significantly to an education that is spiritually strengthening, intellectually enlarging, and character building and that leads to lifelong learning and service (see [Aims of a BYU Education](#)). Faculty mentoring of students is therefore central to the university's mission and should permeate the work of its faculty. Mentoring may take many forms, including involving students in research or creative projects, providing experiential learning opportunities outside the classroom, or advising students about career and educational opportunities. Colleges and departments should include discipline-specific definitions of mentoring within their own rank and status expectations documents.

Mentoring should be integrated within one or more of the three key areas of faculty responsibility—teaching, scholarship, and citizenship—and should not be addressed as a separate (fourth) area in rank and status review portfolios. Because the nature of mentoring will differ significantly by discipline and assignment, it is vital that faculty members describe their mentoring efforts in the context of their own discipline and assignment.

3.1 CFACSRP Mentoring of Students

Department documents should clearly outline possible discipline-specific mentoring contexts and environments that benefit both faculty and students. All mentoring scenarios should provide students opportunities to grow within their area of study.

3.1 Mentoring of Students in TMA

TMA recognizes the power of theatre, performance, film, and digital media—both realized and analyzed—to educate, enlighten, enrich, and entertain. TMA also believes that the arts can express awareness of the truths of the human experience, can share the beauty of the restored gospel of Jesus Christ, and can develop the divine potential of individuals. As such, the primary goal of mentored learning in TMA is to assist individuals in their quest for perfection and eternal life through critical engagement with and creation of the arts in our particular fields.

3.2 Teaching

Teaching that results in significant student learning is, and should be, the most important activity of university faculty. Faculty members should engage, therefore, in continuous and ongoing efforts to become more effective teachers. Effective teachers are eager learners who imbue their teaching with the excitement of learning. They master the content of their courses and stay current in the literature and practices of their disciplines. Seeing all students as capable learners, they adapt their pedagogies to maximize learning, set clear expectations, and help students perform at high levels. They create clear and appropriate learning outcomes, employ effective learning activities, and design assessment instruments that are valid measures of student learning. The learning environment they create is inspiring, positive, supportive, inclusive, and motivating. They evaluate student work in a helpful and timely manner and are regularly available to students outside class, serving as mentors and role models. The education they provide is spiritually strengthening, intellectually enlarging, and character building, and leads to lifelong learning and service (see [Aims of a BYU Education](#)).

3.2 CFACRSP Teaching

Teaching is the primary means through which faculty achieve the goals described in the *Aims of a BYU Education*. CFAC faculty should observe teaching descriptions as outlined in the URSP. In addition, each CFAC faculty member is expected to pursue the following teaching standards:

1. Faculty should cultivate gospel methodologies, concepts, and insights into all learning spaces (see [Aims of a BYU Education](#), [Spencer W. Kimball, Second Century Address](#)). Learning experiences should invite the Spirit. Faculty may engage students through readings, materials, resources, critical thinking processes, or creative production and performance processes that aid them in understanding their potential as disciples of Jesus Christ, artists, communicators, and citizens of the world.
2. Faculty should foster a culture of belonging in classrooms, labs, and other learning spaces. All expressions of teaching and learning should “value and embrace the variety of individual characteristics, life experiences and circumstances, perspectives, talents, and gifts of each member of the community and the richness and strength they bring to our community” (see [BYU Statement on Belonging](#)).
3. Faculty should provide evidence of how they improve student learning and the learning environments in their classrooms, labs, and other learning spaces. Faculty should also record and evaluate their own processes of improvement. They should create a teaching portfolio that reflects their assessment of teaching and learning and their ongoing efforts to improve. They may also use campus resources like the [Center for Teaching and Learning](#) to identify areas of strength and opportunities for improvement.
4. Departments/schools should actively engage faculty in regular peer review of teaching. Through these reviews faculty should receive actionable feedback that helps them improve their teaching and learning. Department/School documents should describe a consistent process in which faculty regularly receive formative evaluation of their teaching.

3.2 Teaching in TMA

The department uses the following assessment practices for teaching:

- Individual: Faculty members should have faith-based, high-quality teaching and mentorship as their primary goal. Teaching should focus on both the intellectual and the spiritual development of students. TMA is committed to improving teaching. Faculty members should document their improvement efforts as well as successes and should self-assess their teaching each year, reporting all evidence in the Faculty Profile System.
- Departmental: Department leadership will provide a peer mentor for each faculty member. During the ASI, candidates and the department chair will identify and review specific teaching goals and suggest modifications for the coming year.

The department assesses teaching using the following categories: *exceeded expectations, met expectations, partially met expectations, or failed to meet expectations.*

3.3 Scholarship

Excellent scholarship is valued at BYU primarily for the impact it can have on students, both by enhancing the quality of teaching and by providing opportunities to mentor students. Scholarship should inform teaching, directly and indirectly. Faculty members should strive to involve and mentor students in their scholarly research and creative work efforts.

Scholarship at BYU should discover, pursue, and seek to understand truth and spread it throughout the world. It should address pressing problems, explore consequential questions, and enhance the quality of people's lives. Highly regarded scholarship extends the university's influence and reputation, serves local and worldwide communities, and forges relationships for the university and the Church of Jesus Christ. Involving and mentoring students in high-quality scholarship can deepen their learning and expand future opportunities. Professorial faculty members are expected to produce influential scholarship throughout their careers. Each discipline has its own scholarly traditions and its own venues for communication. Accordingly, each department should clearly define those forms of scholarship required to fulfill the scholarship requirement, including creative work where appropriate for the discipline, and should establish criteria for defining and evaluating the faculty member's scholarship within the discipline. Quality, quantity, originality, impact, and the level of student involvement are primary factors to be considered when assessing a faculty member's scholarly record. While the expected type, pace, and quantity of scholarly productivity will vary by discipline, subject area, and assignment, the quality must always be high.

3.3 CFACRSP Scholarship

CFAC faculty members should be lifelong learners. This requires intellectual currency within the faculty members' associated discipline. All faculty should participate in substantive developments of their discipline, and continually seek to remain current in disciplinary theories and practices. In the CFAC, this means that faculty will subject their scholarship or creative work to the critique of qualified peers. A CFAC scholar/creator is characterized by dedication to

ongoing learning as they develop new ideas, create innovative work, and proceed with rigor and thoroughness to benefit student learning.

In recognition of Brigham Young University's distinct religious mission, scholarly and creative processes and products should be "bathed in the light ... of the restored gospel" (Spencer W. Kimball, 1967). With this in mind, faculty should produce scholarship and creative work that is not only recognized by the disciplinary community as advancing knowledge, but which also contributes to their own spiritual development and the spiritual development of their students. A faculty member's efforts to produce such scholarship should influence their teaching, mentoring, and service at the university.

The CFAC recognizes published scholarship and scholarly presentations. The CFAC also recognizes creative work as scholarship. These forms of scholarship should add to and improve upon the existing knowledge, aesthetic representations, or intellectual expressions within the faculty member's disciplinary area. Because of the broad spectrum of norms within the arts and communications fields, faculty should fully describe the quality, reputation, selectivity, impact, and/or student involvement of scholarship and creative works. Given the range of scholarly products that the university policy allows, and the department/school discipline-specific products that are created, the college-level reviewers rely on the department/school guidelines to assign relative value to the type, quantity, and quality of scholarship produced by faculty in the department/school. College-level reviewers also rely on the department/school guidelines to assign value to the type and level of peer-review for scholarly products. CFAC department/school documents should purposefully outline standards for publications/presentations and creative forms of scholarship within their discipline.

3.3 Scholarship in TMA

In TMA, scholarship should be student-centered. TMA scholarship should prioritize the eternal development of students and as such, it should influence teaching, mentoring, and experiential learning activities. TMA scholarship should also further the purposes of the Church of Jesus Christ of Latter-day Saints. A candidate's body of scholarship may consist of scholarly research and publication, creative work, or a combination of the two, depending on the faculty member's position description and agreed-upon expectations with the department chair. Scholarship (critical and/or creative) should be high-quality and should systematically advance the teaching, research, intellectual discourse, or practice of the discipline through rigorous inquiry or production.

Additionally, TMA scholarship:

1. is significant to the institution, the community, or the profession,
2. has clearly stated and well-formulated goals,
3. is creative, innovative, or original,
4. can be documented,
5. can be peer-reviewed through one or more methods,
6. is accomplished singly by the faculty member or as a key collaborator.

The department uses the following assessment practices for scholarship:

- Individual: Faculty members should consistently create high-quality works of scholarship. When the scholarship does not have sufficient peer-review as part of the life of the work, the faculty to member should request a peer-review process from the department. Faculty members should keep an accurate scholarship record of their work (including in-progress and completed works) and enter it in the Faculty Profile System.
- Departmental: Department leadership should help faculty members select high-quality projects. The department chair should ensure that faculty members have the time, resources, and support necessary to complete scholarship goals while also attending to their primary work of teaching and mentoring. During the ASI, candidates and the department chair will identify and review specific scholarship goals and suggest modifications for the coming year.

The department assesses scholarship using the following categories: *exceeded expectations, met expectations, partially met expectations, or failed to meet expectations*.

3.4 Citizenship

BYU expects all employees to adhere to the highest standards of personal behavior, to exemplify honor and integrity, to support and further the principles outlined in the [Mission Statement](#) and the [Aims of a BYU Education](#), and to observe all university policies. Faculty members should willingly serve on committees and in other assignments at the department, college, and university level. They should mentor, encourage, advise, and collaborate with colleagues. They should actively participate in the life of the university community by attending department, college, and university meetings. Although professionalism requires rigorous review and critique, faculty members should always be civil, fair, inclusive, and respectful to colleagues, students, and others. They should promote collegiality and harmony in their departments. They should not denigrate other faculty members or students, and they should never be disruptive, manipulative, or contentious. Faculty members should be aware of and abide by the personal conduct principles in the [Personnel Conduct Policy](#), which are incorporated into these citizenship expectations.

Faculty members should be involved in their respective disciplines by serving as scholarly referees, serving and leading in professional organizations, and participating in other citizenship activities consistent with their disciplines.

3.4 CFACRSP Citizenship

Departments/Schools should assess a faculty member's citizenship using the university guidelines. Further disciplinary guidelines for citizenship should be clearly outlined in the department/school rank and status documents. The CFAC values disciplinary professional service which may include positions as editor, board member, officer, conference organizer, etc. Departments/Schools should provide specific guidance on the relative importance of professional service and identify the kinds and types of professional service that are valued

within the discipline. The CFAC committee will evaluate evidence of citizenship based on the university guidelines and the unique clarifications in the department/school rank and status document.

3.4 Citizenship in TMA

In TMA, citizenship is defined as both service activities and collegiality. Candidates should actively serve at BYU, in the national/international field, and in the community. It is expected that citizenship loads will change and possibly increase as the faculty member successfully moves through the advancement process. Collegiality—including such characteristics as faith, virtue, knowledge, temperance, patience, kindness, godliness, charity, humility, diligence (see Doctrine & Covenants 4:5–6)—is a constant requirement of each faculty member.

The department uses the following assessment practices for citizenship:

- Individual: Faculty members should seek out opportunities to serve at BYU, in the national/international field, and in the community. Faculty members should also contribute to an environment of belonging and discipleship and have respect for all students and colleagues. Faculty members should keep an accurate record of the service they give and report all citizenship activities in the Faculty Profile System.
- Departmental: The department chair should base citizenship assignments on faculty members' rank, skill set, and interests. Department leadership should protect faculty from an overload of citizenship expectations and balance opportunities for faculty to serve. During the ASI, candidates and the department chair will identify and review specific citizenship goals and suggest modifications for the coming year.

The department assesses citizenship using the following categories: *exceeded expectations, met expectations, partially met expectations, or failed to meet expectations.*

4. Performance Standards for Professional Faculty

4.1 Mentoring, Teaching, Scholarship, and Citizenship

The mentoring standards described in section 3.1 apply to professional faculty members insofar as mentoring is not precluded by the position description. The teaching and scholarship standards described in sections 3.2 and 3.3 apply to professional faculty members insofar as teaching and scholarship are part of their position descriptions. The citizenship standards described in section 3.4 apply to professional faculty members, except that service in the discipline is only required if consistent with the position description.

4.2 Clinical Service

Clinical faculty members are professional faculty who provide professional service to students and clients. Clinical faculty should be trained in and observe the best practices of their disciplines. They should demonstrate sound clinical skills and effectively help students develop their own clinical skills. Effective clinical faculty are mentors and role models to students.

4.3 Librarianship

Librarians are professional faculty and information specialists who gather and preserve recorded information, make that information accessible, and use it to facilitate the scholarly activities and professional development of others. Often, they have dual expertise in librarianship and a specific domain of knowledge or practice. They belong to and participate in the university's community of scholars.

5. CFS Reviews

5.1 Purpose of CFS Reviews

CFS reviews ensure that a faculty member's present qualifications and future promise justify the university's ongoing commitment to that faculty member. Granting CFS creates a long-term relationship that significantly affects the university's ability to fulfill its mission and influence the lives of its students. CFS reviews help secure the best education for students by promoting faculty development and establishing ongoing performance expectations. Assessments and recommendations by reviewers at all levels should be candid, thorough, and fair. Reviewers should fully discuss the faculty member's strengths and weaknesses and clearly explain their recommendations.

5.2 Reviews During the Pre-CFS Period

A faculty member's years of service prior to being granted CFS are probationary. New faculty members should counsel with wise and experienced mentors during this period. To receive CFS, faculty members must pass two formal university reviews. During winter semester of the third year, an *initial* review will assess a faculty member's progress and determine whether he or she will advance to CFS candidacy. If the faculty member continues to meet expectations after passing the initial review, they will undergo a *final* review to determine whether CFS will be granted. The final review will begin during fall semester and typically occurs during the faculty member's sixth year. To receive CFS, professorial faculty members must clearly demonstrate in their final review that they have met department, college, and university standards in teaching, scholarship, and citizenship, including student mentoring within one or more of these areas. Professional faculty members must clearly demonstrate that they have met citizenship standards and have successfully fulfilled the professional assignment as defined in the position description, including student mentoring if not precluded by the position description. If the review is positive, CFS will take effect at the beginning of the next fall semester.

The CFS review process is mandatory, and a faculty member who does not submit a timely application for the initial or final CFS review or who does not pass either of these reviews will not be employed in a CFS-track position after his or her contract expires at the end of the contract period. A faculty member who begins an initial or final CFS review process may withdraw from the process at any stage, but withdrawal constitutes resignation from the

university, effective at the end of the contract year. The university, at its sole discretion, may grant such an individual a one-year temporary position while the person seeks employment elsewhere.

Complete procedures for initial and final CFS reviews are detailed in the [Rank and Status Professorial Faculty Review Procedures](#), [Rank and Status Professional Faculty Review Procedures](#), and [Rank and Status Independent Examination Procedures](#).

5.3 Colleges Adopting a Seven-Year CFS Review Period

A college may ask to extend the pre-CFS period from six to seven years to achieve consistency with disciplinary norms. Permission to extend the pre-CFS period must be requested in writing by the dean and granted in writing by the academic vice president. Initial reviews will still be held in winter semester of the third year.

Faculty members in colleges that have adopted a seven-year schedule for CFS reviews may apply for final CFS review in their sixth year by notifying the department chair in writing during winter semester of the fifth year, no later than the deadline established by their college. The same criteria will apply, regardless of whether the final review occurs in the sixth or seventh year. If a faculty member applies for final CFS review in the sixth year, and if that review is negative, or if the faculty member withdraws at any point after external reviews of scholarship have been requested, he or she may not apply for subsequent review in the seventh year. Accordingly, deciding whether to seek review in the sixth or the seventh year should follow careful consultation with the department chair and the dean.

5.4 Changes in Timing of CFS Reviews

The timing of the initial and final CFS reviews is mandatory, except as provided in this policy or in the following university policies:

- [Faculty Hiring Policy](#), Credit for Previous Work
- [Faculty Leaves Policy](#), Effect on CFS Clock of Parental Leaves
- [Faculty Leaves Policy](#), Rank and Status Implications of Personal Leaves

Semesters or terms spent on professional development leaves prior to the final review count as part of the probationary period. By contrast, parental and personal leaves usually lead to an extension of the CFS clock (see [Faculty Leaves Policy](#)). When the CFS clock is extended due to a personal or parental leave, the criteria for evaluation are unchanged; additional scholarship or other expectations do not accrue during the year of extension.

A faculty member may also request a one-time, one-year delay in the schedule of CFS reviews for extenuating personal or family reasons (e.g., special parenting needs, personal or family illness). Prior delays granted for parental or personal leaves do not preclude such a request. Delays of CFS reviews that are not linked to parental or personal leaves are exceptional, however, and must be approved in writing by the chair, the dean, and the academic vice

president before the review process begins (that is, before external reviews of scholarship are requested, or before the portfolio submission deadline for initial reviews).

6. Rank Advancement for Professorial Faculty

The three academic ranks for professorial faculty are assistant professor, associate professor, and professor. CFS-track professorial faculty are typically hired at the rank of assistant professor. Minimum university requirements for rank advancement are as follows:

6.1 Associate Professor

1. A sufficient record of mentoring students within teaching, scholarship, and/or citizenship contributions.
 2. A sufficient record of high-quality teaching.
 3. A sufficient record of high-quality scholarship since appointment as an assistant professor.
 4. Constructive university citizenship and a sufficient record of meaningful and collaborative service within the department, college, university, or academic discipline.
 5. Demonstrated proficiency over time in teaching, scholarship, and citizenship.
- Accordingly, the review for rank advancement to associate professor will normally occur at the same time as the final CFS review during the faculty member's sixth year of service as an assistant professor, unless an alternative timeline was adopted by the college or agreed upon at hiring.

6.2 Professor

1. An established record of mentoring students within teaching, scholarship, and/or citizenship contributions.
2. An established record of high-quality teaching.
3. An established record of high-quality scholarship since becoming an associate professor.
4. Constructive university citizenship and an established record of substantive, reliable, and collaborative service within the university and the academic discipline.
5. Continued proficiency over time in teaching, scholarship, and citizenship. Accordingly, a review for rank advancement to full professor cannot occur before the faculty member's fifth year of service as an associate professor.

7. Rank Advancement for Professional Faculty

The academic ranks for professional faculty include the following:

1. Assistant teaching professor, associate teaching professor, and teaching professor.
2. Assistant research professor, associate research professor, and research professor.
3. Assistant clinical professor, associate clinical professor, and clinical professor.
4. Assistant librarian, associate librarian, and senior librarian.

Any other rank designations must be approved by the academic vice president. CFS-track professional faculty are typically hired at the rank of assistant teaching, research or clinical professor or assistant librarian. Minimum university requirements for rank advancement are as follows:

7.1 Associate Teaching, Research, or Clinical Professor; Associate Librarian

1. A sufficient record of mentoring students if not precluded by the position description.
2. Constructive university citizenship and a sufficient record of meaningful and collaborative service within the university, and within the academic discipline or profession if such external service is consistent with the position description.
3. A sufficient record of high-quality fulfillment of the professional assignment as defined in the position description.
4. Demonstrated proficiency over time in citizenship and the professional assignment. Accordingly, the review for promotion to associate professor or associate librarian will typically occur at the same time as the final CFS review during the faculty member's sixth year of service as an assistant professor or assistant librarian, unless an alternative timeline was adopted by the college or agreed upon at hiring.

7.2 Teaching, Research, or Clinical Professor; Senior Librarian

1. An established record of mentoring students if not precluded by the position description.
2. Constructive university citizenship and an established record of substantive, reliable, and collaborative service within the university, and within the academic discipline or profession if such external service is consistent with the position description.
3. An established record of high-quality fulfillment of the professional assignment as defined in the position description.
4. Continued proficiency over time in citizenship and the professional assignment. Accordingly, a review for rank advancement to full professional or senior librarian cannot occur before the faculty member's fifth year of service as an associate professor or associate librarian.

8. Calendar for Rank Advancement Reviews

The normal calendar for rank advancement reviews is the same as for final CFS reviews ([see Rank and Status Professorial Faculty Review Procedures](#); [Rank and Status Professional Faculty Review Procedures](#)). If the review is positive, rank advancement will take effect at the beginning of the next fall semester.

9. Policy Updates

This policy and the associated procedures may be changed from time to time by the President's Council. Changes apply to all faculty regardless of when they were hired or what standards and procedures prevailed at that time unless the faculty member has been granted a written exception by the academic vice president to accommodate unusual circumstances.