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University of Utah
Department of Sociology
College of Social and Behavioral Science

Retention, Promotion, and Tenure (RPT) Statement for Tenure-line Faculty

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Preface & Mission Statement

This document is the Department's Statement of RPT criteria, standards, evidence, and procedures, as required by University Regulations. All committees or individuals making any recommendation or decision in an RPT proceeding shall do so consistent with the governing University Regulations and the substantive criteria, standards, and evidence set forth in this Statement. The primary relevant University Regulations are Policies [6-303](#) and [6-311](#).

The Department of Sociology at the University of Utah combines high-quality education with first-rate scholarship addressing social, political, and economic challenges in the contemporary world. We equip students with a sound academic foundation that enables them to think analytically, communicate clearly, and engage productively as active citizens. Our versatile undergraduate major introduces students to social issues and processes in a variety of domains, including deviance, criminology, and the law; globalization and politics; population and health; and diversity and inequality. Our graduate program trains students to become the next generation of exceptional social scientists—in academia, government, the non-profit sector, or private industry—with specializations in population and health, development and the environment, and political and cultural sociology. Our research is empirically rigorous, theoretically driven, and policy relevant. We value interdisciplinary collaboration and community engagement, and we are committed to fostering diversity, equity, and inclusion.

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1. Effective Date and Application to Existing Faculty

These RPT criteria, standards, evidence, and procedures are applicable as of the effective date shown on page 1. Any candidate appointed to a tenure-line faculty position on or after this date will be considered under this Statement.

With the exception of candidates seeking promotion to the rank of Professor (see below), a candidate whose appointment began prior to the effective date has the option of being reviewed under either (1) the RPT Statement in place at the time of their appointment or (2) this Statement. The Department Chair must notify the candidate that this Statement will apply automatically unless a candidate communicates a preference to be reviewed under the prior RPT Statement by signed letter submitted to their Department Chair and Dean. For a formal review during which external evaluations are solicited, the candidate must communicate their preference by signed letter prior to materials being sent to external evaluators. For all other reviews, the candidate must communicate their preference by signed letter by the deadline for the candidate to provide materials for the review.

A candidate who will be reviewed for promotion to the rank of Professor after the effective date of this Statement will be reviewed according to the RPT Statement in effect at the time review materials are sent to external evaluators.

2. Informal and Formal Reviews Schedule

2.1 Length of Probationary Period and Schedule of Reviews

a. Normal probationary period

The normal probationary period for a candidate appointed at the rank of *Assistant Professor* is *seven* years. Per University Policy, the normal probationary period for a candidate appointed without tenure at the rank of *Associate Professor* or *Professor* is *five* years.

b. Reviews schedule

The Department shall conduct either a formal or an informal review of a candidate in each year of their probationary period (as indicated in Table 1 below). Additionally, the Department shall conduct a formal review of each candidate for tenure (and typically also for promotion) in the final year of the probationary period.

A candidate with a seven-year probationary period undergoes one formal mid-probationary retention review in the *fourth* year.

A candidate with a five-year probationary period undergoes one formal mid-probationary retention review, in the *third* year.

Table 1: Normal Reviews Schedule

Rank at Appointment	Year of Informal Review	Year of Formal Review
Assistant Professor	1 st , 2 nd , 3 rd , 5 th , 6 th	4 th , 7 th
Associate Professor or Professor (without tenure)	1 st , 2 nd , 4 th	3 rd , 5 th

As more fully explained in 4.2.d below, if a candidate does not demonstrate clearly adequate progress in an informal review, a formal review may be *triggered*.

c. Shortening or extending the probationary period

A candidate may request an early tenure review (i.e., *shortening* the otherwise applicable probationary period) by following the procedures provided for in University Regulations. Because early reviews require a candidate either to have qualifying prior service or to have made truly extraordinary progress toward tenure, few requests are made, and few are granted. Candidates should consult with the Department Chair, Dean, and senior colleagues before requesting an early tenure review.

If the candidate has had an authorized *extension* of the probationary period, the years of the mid-probationary formal retention review and the final review for tenure shall be adjusted accordingly. Regardless of an extension of a candidate's probationary period, the Department shall conduct an informal review in any year in which a formal review is not held.

2.2 Candidates Appointed at the Rank of Associate Professor or Professor, without Tenure

The Department typically does not appoint new tenure-line faculty members at, or promote current tenure-line faculty to the rank of Associate Professor or Professor without the concurrent granting of tenure. Under appropriate exceptional circumstances, however, a new tenure-track faculty member may be appointed at the rank of Associate Professor or Professor, or a current tenure-track faculty member may be promoted to Associate Professor, without the concurrent granting of tenure.

2.3 Request for Promotion to Rank of Professor

The Department ordinarily requires a minimum of 6 years subsequent to the granting of tenure or promotion to Associate Professor before a candidate may request a review for promotion to the rank of Professor. In exceptional cases, candidates may request an earlier review for promotion to Professor, with the understanding that they must show that their record unequivocally satisfies the promotion standards herein. Any such request requires approval by the Department Chair and RPT Advisory Committee. In considering promotion to the rank of Professor, reviewers shall consider all of the candidate's faculty activities since the candidate was granted tenure.

3. RPT Criteria and Standards

The University and this Department determine a faculty member's tenure status and rank based on assessment of achievements in the three functions of tenure-line faculty members, referred to as *criteria* in University Regulations: (1) research/scholarship, (2) teaching, and (3) service. Summary ratings of performance in each of these three areas serve as the *standards* set for retention, promotion, and tenure. University Regulations identify a three-level scale of standards for evaluating performance: *excellent*, *effective*, and *not satisfactory*.

The criteria and standards for retention during the probationary period, for tenure, and for promotion to each rank are listed below. Implicit in the criteria and standards for each stage of advancement is the concept that accomplishments in one area do not compensate for substandard performance in another area. The same criteria and standards apply for both formal and informal reviews. Evaluations of a candidate's performance are based on the *evidence* provided in the RPT file, as described in subsequent sections.

Per [Policy 6-303](#), in carrying out their duties in research/scholarship, teaching, and service, faculty members are expected to demonstrate the ability and willingness to perform as responsible members of the faculty, as defined in the Faculty Code ([Policy 6-316](#)). Therefore, assessments of research/scholarship, teaching, and service may consider the candidate's conduct as a responsible member of the faculty, based on the evidence in the file.

Diversity is a core value of the University as expressed in the University's Mission Statement. In addition, as articulated in the 2025 Strategy Refresh, the University defines equity, diversity, and inclusion as key elements of research/scholarship, teaching, and service. This Department shares this mission and these values.

3.1 Summary of RPT Standards

Retention: A candidate for retention must demonstrate *reasonable potential* for meeting the standards established for tenure. The Department expects evidence of effective teaching and progress toward an independent, original, and sustained research program with the potential to have an impact on the field. There should also be a record of effective service at a level appropriate to rank, with the understanding that the Department limits service responsibilities for pre-tenure faculty.

Tenure: A candidate for tenure must achieve ratings of *excellent* in research/scholarship, at least *sustained effectiveness* in teaching, and at least *sustained effectiveness* in service.

Associate Professor: A candidate for promotion to this rank must have developed a broad reputation for at least *sustained effectiveness* in research/scholarship; demonstrated at least *sustained effectiveness* in teaching; and performed at least *effective* service in some combination of University, public, and professional settings. The evidence presented must also demonstrate that the candidate has the ability to achieve the requirements for the rank of Professor in due course.

Professor: A candidate for promotion to this rank must achieve ratings of *sustained excellence* in research/scholarship resulting in a national and international reputation in their field, at least *sustained effectiveness* in teaching, and at least *sustained effectiveness* in service.

Professors are expected to have achieved significant recognition and prominence in their field, which includes national and international visibility, high status as a scholar, clear and significant impact on the scholarly literature, and an original, independent, and programmatic research program with a sustained rate of high-quality publications. In teaching, emphasis is placed on having established a record of successful mentoring of graduate students and contributing to their professional development. A Professor also has an established record of providing service to the institution and the discipline. The evidence must demonstrate continuing professional growth at a level appropriate to the rank of Professor.

3.2 Evaluation of Research/Scholarship

Judgments about a candidate's research/scholarship are based on both the quality and quantity of research/scholarship and their relevance to the academic community. The characteristics of productive research/scholarship, however, differ depending on the candidate's area(s) of specialization and professional goals. Assessments of faculty research/scholarship reflect professional judgments that consider the quality and quantity of contributions and the professional context of the candidate.

a. Description of research/scholarship and evidence to be evaluated

The Department expects a candidate's research to be programmatic, cumulative, original, rigorous, and impactful on the literature and field in which it is situated. Although the Department encourages collaborative work, a candidate should also demonstrate independent contributions to research and scholarship. Independent contributions are typically demonstrated through sole and/or first authorship of published research. Where appropriate, being principal investigator on research grants also qualifies as evidence of independence.

When evaluating a candidate's research, the number, rate, and quality of peer-reviewed publications must be sufficient to allow overwhelmingly positive judgments about the impact of the candidate's work. The more esteemed the publication outlet, the greater the impact one's research is likely to have.

Scholarly publication can take many forms. Some candidates may publish peer-reviewed journal articles exclusively, whereas others may focus on publishing research monographs. Either way, high quality demands that the work show thoroughness and adhere to relevant standards of rigor and research quality. Citations to a candidate's work in relevant literatures, especially citations that indicate serious consideration and positive evaluation of that work, should show evidence of scholarly impact appropriate to review level and rank.

It is not possible to specify a uniform numerical standard for the number and rate of publishing articles or books, because the influence of any particular book or article varies with the impact

and prestige of the journal or press with which it is published. The Department also recognizes that different styles of research (e.g., qualitative vs. quantitative, articles vs. books) may result in different output trajectories. One style may produce relatively constant output whereas another may result in cycles of higher and lower output over time.

Additional evidence of research/scholarship may include published reviews of a candidate's research; assessments of external colleagues and experts; original data sets; grant activity; and participation in professional organizations, meetings, and conferences.

Peer-reviewed book chapters, working papers, non-peer reviewed publications, and other types of publications are given less weight and should constitute at most a small part of a candidate's total body of work.

Finally, candidates must achieve national or international recognition for research/scholarship commensurate to their review level. Such recognition is reflected in various combinations of the following:

- appointed or elected to office in national and/or international scholarly organizations and associations;
- recipient of awards from national and/or national scholarly organizations and associations;
- awarded major external grants;
- appointed to editorial boards of major journals in one's field;
- invited to contribute chapters in important scholarly books;
- invited to give presentations or workshops at professional meetings or other universities;
- invited to serve on grant review panels;
- high citation counts; and
- regular publication of impactful articles in major journals and/or research monographs and scholarly books.

For retention, promotion to Associate Professor, and tenure, there should be evidence of activities or steps taken toward achieving these goals (e.g., receiving nominations for awards appropriate at junior level). For promotion to Professor, multiple pieces of evidence of national and/or international recognition must be available.

b. Research/scholarship funding

Acquiring funding to support research/scholarship is valued by the University and this Department and is necessary to sustain the mission of the University. All successful as well as unsuccessful efforts to obtain such funding contribute positively to a candidate's performance in research/scholarship.

c. Summary rating scale for research/scholarship

Ratings on the three-point scale below reflect the joint consideration of quantity and quality of research/scholarship as described above.

Excellent: The candidate has made substantial, sustained contributions in one or more topic areas of research. The quality and quantity of research reflect a coherent agenda in at least one topic area.

Evidence of work at all stages of the research process illustrates that the work is sustained. Excellence is further demonstrated when a candidate has achieved professional recognition and prominence for research, at a level appropriate to a candidate's review level and rank.

Peer-reviewed articles published in well-regarded, high-impact journals indicate excellence, as do books published with respected presses (especially university presses) and reviewed favorably by peers. Several high-impact articles or a sole-authored book with a major scholarly press, in conjunction with other indicators of scholarly achievement—*e.g.*, a major externally funded grant, several additional publications in less prestigious journals, book chapters, or other peer-reviewed publications—would, taken together, demonstrate excellence and provide sufficient evidence that a candidate's research will be sustained in the long run.

Effective: The candidate has made acceptable, sustained contributions in one or more topic areas of research. The quality and quantity of research reflect a coherent agenda of work and suggest that significant contributions will be made over time.

A large number of articles in minor journals or with few or no citations would justify an effective rating because the overall impact is likely to be less than when published in major journals. Likewise, a small number of high-quality articles in top-tier journals or a sole-authored book with a major scholarly press may have a significant impact and would demonstrate effectiveness, but would be of insufficient quantity, in the absence of other achievements, to demonstrate excellence. Other scholarly publications, such as refereed contributions to edited books, are also evidence of effectiveness but do not by themselves constitute excellence.

Not Satisfactory: The candidate has made insufficient contributions in research/scholarship. The candidate's research/scholarship is of insufficient quantity and/or quality to warrant a positive evaluation.

3.3 Evaluation of Teaching

Within the University system, the term *teaching* refers to regularly scheduled instruction; curriculum and program development; counseling and advising of students, which includes directing undergraduate and/or graduate student work. There are therefore three components of teaching: (1) course instruction, (2) curriculum and program development, and (3) student advising and mentoring.

Specific sources of information to evaluate the candidate's teaching shall include: (a) the candidate's description of teaching philosophy, as included in a personal statement; (b) peer review of the candidate's syllabi, assignments, and other teaching materials; (c) peer observation of the candidate's course instruction, seminars, workshops, and other public presentations; (d) information from Course Feedback Reports; (e) Student RPT Advisory Committee (RPT-SAC) reports; and (f) a list of formal student mentoring roles (*e.g.*, advising undergraduate theses, mentoring third-year papers, chairing or serving on dissertation supervisory committees). The

candidate may choose to submit other information about teaching, including, for example, a teaching portfolio, teaching awards, or any evaluation of the candidate's teaching done by personnel from the University's Center for Teaching and Learning Excellence (CTLE). When evaluating teaching, reviewers must consider all sources of teaching information included in the file.

The Department expects a strong commitment to education both in and out of the classroom. The following contributions and achievements are considered:

- knowledge of and ability to transmit recent developments in relevant research and scholarship;
- judgement in selecting and emphasizing instructional material;
- ability to provide students with a broad scholarly perspective;
- ability to provide constructive feedback to students;
- ability to challenge students to do their best;
- openness and receptivity to students and their ideas;
- comprehensiveness in teaching and planning;
- fairness as an evaluator of students;
- willingness to take on a new and special teaching arrangements and assignments; and
- the ability to mentor students effectively, guiding through the undergraduate and/or graduate program.

Contributions in teaching are evaluated with respect to both quantity and quality. In addition, this Department values teaching activities that explicitly incorporate and address equity, diversity, and inclusion.

a. Course instruction

Course instruction encompasses (a) classroom instruction; (b) online and distance education teaching; (c) the organization and facilitation of seminars and workshops that are related to curriculum needs; and (d) independent instruction involving one or more students on special topics.

b. Curriculum and program development

Academic programs require significant investments of faculty time in ongoing curriculum/program development and maintenance. Examples of these kinds of contributions include development and teaching of new courses, development of new curricula or programs for the Department, and publication of textbooks or other teaching materials.

c. Student advising and mentoring

Undergraduate and graduate student advising and mentoring generally takes place outside of the classroom. Activities in this area include (1) general student advising and mentoring, (2) chairing and serving on graduate student committees, (3) directing undergraduate research or thesis projects, and (4) including students in research and as co-authors in scholarly work.

d. Summary rating scale for teaching

Ratings on the three-point scale below reflect the joint consideration of the three components of teaching described above.

Excellent: The candidate has made substantial, sustained contributions in areas of course instruction, curriculum/program development, and student advising and mentoring.

Evidence of excellence in teaching includes the following:

- overwhelmingly positive teaching evaluations from students, Department RPT-SACs, and peers;
- course materials (e.g., syllabi, assignments) that reflect innovative or cutting-edge pedagogical techniques;
- teaching award nominations and/or receipt of teaching awards;
- effective mentoring of multiple undergraduate and/or graduate projects, theses, papers, or dissertations; and
- a demonstrated willingness to help the Department meet its teaching responsibilities as indicated in previous reviews.

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

Evidence of effectiveness in teaching includes the following:

- positive teaching evaluations from students, Department RPT-SACs, and peers;
- course materials (e.g., syllabi, assignments) that reflect well-organized and up-to-date course content that hews to disciplinary standards; and
- a thoughtfully and professionally written statement on teaching.

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

Evidence of unsatisfactory teaching includes the following:

- unresponsiveness to poor student evaluations or recommendations arising from peer evaluations of teaching;
- course materials that appear disorganized and/or out-of-date;
- persistent non-remediated negative feedback from earlier reviews;
- persistent unwillingness to contribute to the Department's teaching responsibilities; and
- evidence of an unwillingness to mentor undergraduate and/or graduate students.

3.4 Evaluation of Service

Evaluations are made with respect to three areas of service: (1) professional service, (2) University service, and (3) public service. It is not necessary for a candidate to participate equally in all three service areas; however, with increasing experience, the Department expects its faculty members to take on leadership roles within the Department, University, and discipline.

Differing participation in the three service areas typically reflects the strengths and interests of individual faculty members. In addition, this Department values service activities that explicitly incorporate and address equity, diversity, and inclusion.

a. Professional service

Professional service primarily takes place at a national or international level. This service may be oriented toward professional organizations, and it includes such activities as holding office; participating in the organization or operation of conferences; attending professional meetings; serving as chair, discussant, or reviewer for presentations at professional meetings; serving on various professional committees, panels, or boards (e.g., accreditation boards); and presenting professional workshops. Professional service contributions may also include serving as editor, associate editor, editorial review board member, or regular reviewer for scholarly or professional journals.

b. University service

This category includes service to the Department, College, and overall institution. A candidate's shared-governance activities at any of these levels (e.g., chairing and/or serving on standing and *ad hoc* committees, councils, and task forces or serving in administrative positions) are examples of University service contributions.

c. Public service

This category includes service related to the candidate's area of expertise in various local, regional, national, and international public settings and may take many forms, e.g., serving on boards and committees for governmental and/or non-profit organizations, or consulting with and/or providing direct service to community agencies as appropriate within University guidelines.

d. Summary rating scale for service

Ratings on the three-point scale below reflect the joint consideration of service contributions in the three areas described above.

Excellent: The candidate has made substantial, sustained contributions to the profession, the University, and/or the public.

Effective: The candidate has made acceptable, sustained contributions in service. The candidate shows sufficient commitment to service in at least one area, suggesting that the eventual contributions of the candidate will be significant.

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

4. RPT Procedures

4.1 Participants

The following are the normal participants in RPT reviews:

- a. **Candidate**. The faculty member under review for retention, promotion, tenure, or tenure and promotion.
- b. **Department Chair**. The administrative head of the Department.
- c. **Undergraduate Student RPT Advisory Committee (RPT-USAC) and Graduate Student RPT Advisory Committee (RPT-GSAC)**. The RPT-USAC is a committee made up of representatives of undergraduate students in the Department. The RPT-GSAC is a committee made up of representatives of graduate students in the Department. Each Committee shall have at least 3 members, appointed respectively by the Director of Undergraduate Studies and the Director of Graduate Studies. The RPT-SACs shall elect their own Chairs.
- d. **Peer Teaching Reviewers**. Peer Teaching Reviewers are tenured faculty members who write peer teaching review reports based on review of teaching materials and observation of teaching.
- e. **Shared-appointment unit**. This is another academic unit of the University, in which an RPT candidate under review currently has substantial responsibilities, but in which they do not hold a tenure-line position. (See University Policies [6-001](#) and [6-300](#))
- f. **External Evaluators**. These experts from outside the University of Utah evaluate the candidate's research/scholarship. Each external evaluator must have a demonstrated record of excellence in the candidate's field, and must hold the same or higher faculty rank as that for which the candidate is being considered in this review or the next promotion review. An external evaluator shall not be a family member, the advisor or mentor of the candidate, or a close collaborator. A candidate will have the opportunity before evaluations are solicited to identify these relationships and any conflicts with any other potential evaluators, all of whom shall be excluded from the list of external evaluators.
- g. **Department RPT Advisory Committee**. Voting membership of the Department RPT Advisory Committee is determined by University Regulations for each specific RPT action. Per University Policy, tenured faculty members vote on a recommendation for retention or tenure, and tenure-line faculty members at the same or higher rank vote on a recommendation for promotion-in-rank. ([Policy 6-303](#) provides full details, including rules governing absentee voting). Qualified members of the Committee attend and participate in its meetings and vote on its recommendations. The Committee may agree to invite others to attend and participate in the meeting as provided by University Regulations; however, other invited participants do not vote on the Committee's RPT recommendations.

h. RPT Advisory Committee Chair. The Chair of the Department RPT Advisory Committee is a tenured member of the Department faculty, elected annually during the Spring Semester, by majority vote of all tenure-line faculty.

i. Secretary. The Committee Chair designates a Committee member as Secretary for each candidate to prepare a report of the Committee meeting regarding the assigned candidate.

4.2 Informal Review Procedures

a. Purpose of informal reviews

An informal review of each tenure-track faculty member shall take place in every year of the probationary period in which a formal review is not conducted.

An informal review provides a candidate with guidance and constructive feedback on their progress toward meeting RPT expectations. A primary function is to provide advice on developing the file for the formal review process, focusing particular attention on the materials appropriate to each of the three areas of evaluation: (1) research/scholarship, (2) teaching, and (3) service.

The Department considers the annual informal review process an opportunity to provide feedback to candidates about their progress toward tenure. The written recommendations of the RPT Advisory Committee and the Department Chair are expected to provide both general and specific information to candidates about their progression and what steps they may need to take in order eventually to meet the standards for tenure and promotion. Typical recommendations include suggestions for strategies to improve a candidate's publication record, actions they should take to improve teaching effectiveness, and suggestions about service involvement. These recommendations are also opportunities to recognize and commend candidates who are making good progress toward tenure and promotion. In other instances, the informal review will result in suggestions for corrective action on the part of candidates whose records are clearly not in keeping with expectations.

b. First-Year informal review

The first-year informal review will be conducted during the Spring Semester to identify and address any problems that have arisen, and to provide mentorship to the candidate. The RPT Advisory Committee Chair shall call a meeting of the RPT Advisory Committee to review the candidate's research/scholarship, Course Feedback Reports, and service. The RPT Advisory Committee shall appoint a Secretary to prepare a brief written report copied to the candidate and placed in the RPT file. The Department Chair shall write a separate report and share it with the candidate as well. Within five (5) business days, the candidate may submit a written response to the report to the Department Chair, who shall add it to the RPT file. The Department Chair shall meet with the candidate to review the reports.

c. Informal reviews after the first year

Normally by August 30, the candidate shall submit the following materials to the Department Chair, who will add them to the file: (1) an up-to-date curriculum vitae; (2) a personal statement that includes the candidate's current activities and progress and accomplishments to date, research agenda, teaching philosophy, and future plans in research/scholarship, teaching, and service; (3) copies of publications/scholarship; and (4) course syllabi. The candidate may choose to submit (5) relevant supplementary material. The file may be updated until the *file closing date* of September 30.

In the case of a candidate who has a shared appointment, the Department Chair shall notify the appropriate administrator of the other unit in writing of the informal review by April 15 and invite the unit to submit a report with that unit's perspective on the candidate's progress toward tenure, which should be submitted to the Department Chair by October 5. Any such report will be added to the RPT file and a copy provided to the candidate.

The Department Chair will add to the file Course Feedback Reports from University of Utah courses. If the candidate so chooses, they may provide course evaluations from other institutions, which the Department Chair will then add to the file.

The Department Chair will also add to the file any appropriate materials regarding evidence of faculty responsibility. (See Appendix A)

RPT-SACs are not asked to submit a report for, and external evaluators are not involved in an informal review.

The RPT Advisory Committee shall meet to discuss the file, agree on feedback to be provided to the candidate, and write a summary report, which the RPT Advisory Committee Chair shall place in the candidate's file. After studying the candidate's file, the Department Chair shall add a report to the file. The candidate may provide a written response to the reports within five (5) business days, which the Department Chair shall place in the file. After the informal review, the Department Chair shall meet with the candidate to discuss the reports, as well as the candidate's progress toward tenure. The informal review normally concludes at this point.

d. Triggering formal retention reviews

In the context of an informal review, if the tenure-track candidate does not demonstrate clearly adequate progress toward tenure, under University Regulations the Department Chair or a voting majority of the RPT Advisory Committee members may trigger a formal retention review. The triggered formal review shall occur the following fall unless a majority of the RPT Advisory Committee votes to proceed with the review in the current academic year. Regardless of when the review occurs, the Department Chair must provide written notice of the triggered formal review to the candidate no less than 30 calendar days prior to conducting the review.

4.3 Formal Review Procedures

A mid-probationary formal retention review, a triggered formal retention review, a formal tenure review, and a formal promotion (either to Associate Professor or to Professor) review follow the

same format, except regarding whether and how many external evaluators are included (see section 4.3.e below).

a. Department Chair responsibilities

By April 1, the Department Chair will determine the obligatory RPT reviews for the upcoming academic year and will notify, in writing, the faculty members required to be reviewed. The Department Chair will also invite any other tenured and tenure-track faculty members wishing to be formally reviewed for promotion or tenure to submit a letter requesting review to the Department Chair by April 15. For each candidate being reviewed, if required, the Department Chair will request nominations from the candidate for external evaluators, and request that the candidate submit the signed waiver/non-waiver form governing the confidentiality of external evaluations.

At least three weeks prior to the convening of the RPT Advisory Committee, and at least two weeks prior to the file closing date, the Department Chair shall invite any interested faculty and staff members in the Department to submit, by the file closing date, signed written recommendations for the file of any candidate they so choose, with specific reasons for each recommendation.

In the case of a candidate who has a shared appointment, the Department Chair shall notify the administrator of the other unit in writing of the formal review by April 15 and invite the unit to submit a report, which shall include that unit's perspective and recommendation on the RPT action(s) under consideration. The shared-appointment unit will submit the report to the Department Chair by October 5.

The Department Chair will add the shared-appointment unit report to the RPT file and copy to the candidate. Within five (5) business days, the candidate may submit a response to the report.

At least three weeks prior to the closing of the file, the Department Chair shall notify the college's ASUU Student Senator and the Department RPT-SACs of the upcoming review, inform them that their reports shall be due by the file closing date, and ensure training for all RPT-SAC members. Training shall cover, but need not be limited to, the process for and importance of student input into the RPT process, teaching expectations under the departmental RPT Statement, and recognition of unconscious bias. The Department Chair shall also provide the RPT-SACs with a copy of the University's form for RPT-SAC reports. Following training, the Department Chair shall provide the RPT-SAC members with the candidate's relevant teaching-related materials (including at least two different forms of evidence).

b. Meeting and Report of Student RPT Advisory Committee (RPT-SAC)

The RPT-USAC and RPT-GSAC each shall meet to discuss the candidate's teaching file. Using the University's approved RPT-SAC Report form, the RPT-USAC and RPT-GSAC each write and submit a report evaluating the candidate's teaching achievements in accord with University Regulations and using the same standards for teaching as are listed above: excellent, effective, not satisfactory. The report must draw on at least two types of evidence (Course Feedback Forms alone are not sufficient) to support and illustrate the evaluation, articulating as specifically as

possible the reasons for the evaluation. All Committee members who attend the meeting will sign the report.

c. Assignment by RPT Advisory Committee Chair

The elected RPT Advisory Committee Chair will assign a Secretary for each candidate.

d. Peer Teaching Reviewers

By February 1, the RPT Advisory Committee Chair shall select at least two Peer Teaching Reviewers, and then ensure that each Reviewer submits a Peer Teaching Review report to the RPT Advisory Committee Chair, who shall add the Peer Teaching Review reports to the candidate's file prior to the file closing date.

e. External Evaluators

The candidate must provide a list of 5 potential external evaluators and provide any information about potential conflicts by June 1. The Department Chair then makes this list available to the RPT Advisory Committee, which adds 3 to 5 recommendations for additional external reviewers. The RPT Advisory Committee Chair provides the Department Chair the resulting composite list, identifying which names were nominated by the candidate as well as any information about any conflicts, and which were suggested by the Advisory Committee. The Department Chair will secure three (3) external evaluations for each formal tenure review and each formal promotion (either to Associate Professor or to Professor) review.

External evaluators are not required for a mid-probationary formal retention review or a triggered formal retention review; however, 3 external evaluators are required for a triggered formal retention review in which the candidate requests them and a majority of the RPT Advisory Committee votes that the quality of the candidate's research/scholarship is at issue.

For all reviews requiring external evaluators, at least one (1) external evaluator will be from the candidate's list, and at least one (1) external evaluator will not be on the candidate's list.

The Department Chair will send potential external evaluators a standard solicitation letter, including notification of whether the candidate has waived the right to see the evaluations, and will provide them with a copy of this approved RPT Statement. External evaluators shall be asked to submit their evaluations no later than the file closing date.

External Evaluators may be used for more than one formal RPT review.

f. RPT file contents and file closing date

(1) *File Closing*. The candidate's file will close September 30, except for materials specified as being added subsequent to the closing date.

(2) *Candidate Responsibilities for File Contents*. By June 1, the candidate shall submit the following items for inclusion in the file: (1) a current curriculum vitae; (2) copies of publications and/or other forms of scholarship; (3) personal statements that include the

candidate's current activities and progress and accomplishments to date, research agenda, teaching philosophy, and future plans in research/scholarship, teaching, and service; and (4) course syllabi. The candidate may choose to submit (5) other relevant materials, including Course Feedback Reports from outside the University, and updates of materials up to the file closing date. (See Appendix A)

- (3) *Department Responsibilities for File Contents.* Prior to the file closing date, the Department Chair shall ensure that the file includes: (1) current University of Utah Course Feedback Reports, (2) available RPT-SAC reports, (3) any written recommendations from Department faculty and/or staff members or other interested individuals, (4) external evaluations (treated as confidential as appropriate), (5) peer teaching review reports, (6) the reports and recommendations from all past reviews since the last formal RPT review, as well as the candidate's CV at the time of each past review and (7) any other required materials, such as evidence of faculty responsibility. (8) Any report received from a shared-appointment unit, must be submitted and included in the file by October 5; and, any candidate response must be submitted within five (5) business days following receipt of the report. (See Appendix A)

g. Candidate's right to comment on file

No later than five (5) business days after the file closing date, the candidate may submit a written response to any of the file contents to the RPT Advisory Committee Chair, who shall add the response to the file. If a shared-appointment unit submits a report, the candidate must have the opportunity to submit a response no later than five (5) business days following receipt of the report and no fewer than two (2) business days prior to the RPT Committee meeting.

h. Department RPT Advisory Committee meeting and subsequent steps

- (1) *Department RPT Advisory Committee Action.* The full RPT Advisory Committee will meet after the file closing date and after receiving any report from a shared-appointment unit (and any response from the candidate), but generally no later than October 15. Unless the majority moves to an executive session to exclude non-voting participants per University Regulations, the Department Chair or others may attend the meeting, and upon invitation by the majority of members, may participate in the discussion and submit evidence, judgments, and opinions, but shall not vote on the Committee's recommendations. Each Committee member shall review the full file prior to the meeting. The Committee will discuss the record as it pertains to each of the relevant criteria (research/scholarship, teaching, and service). Committee members shall vote by secret ballot separately on a recommendation as to each RPT action for each candidate (e.g., a vote on recommendation for tenure is taken and recorded separately from a vote on recommendation for promotion of that candidate). (See voting eligibility for each action in Section 4.1.g above).
- (2) *Absent RPT Advisory Committee Members.* Whenever practicable, the Department Chair shall advise all RPT Advisory Committee members on leave or otherwise absent of the proposed action and shall request their written opinions and votes in advance of the meeting. Absent members' written opinions shall be disclosed at the meeting and their votes will be counted and recorded without distinction between the votes of present members and absent members.

- (3) *Quorum.* Quorum of the RPT Advisory Committee consists of two-thirds of its members, except that any member unable to attend the meeting because of formal leave of absence or other unavoidable reasons (e.g., illness), and not submitting their written opinion and vote, shall not be counted in the number required for quorum.
- (4) *RPT Advisory Committee Report.* The report of the meeting should reflect the nature of the discussion with major points on both sides revealed. It should explain both affirmative and negative votes, and should present relevant and specific evidence from the file. The report should be comprehensive enough to allow others to get a sense of the discussion and not just a summary or the conclusions. Additionally, it should include consideration of the RPT-USAC and RPT-GSAC reports and the shared-appointment unit report (if present). The report, including vote counts for each recommendation, should be signed by the Secretary, approved by the Committee Chair, and made available for inspection by the Committee members. After allowing an inspection period of not less than two (2) business days nor more than five (5) business days, and after such modifications as the Committee approves, the Secretary shall forward the summary report to the Department Chair and the candidate, along with a list of all faculty members present at the meeting.
- (5) *Confidentiality.* The RPT Advisory Committee Chair shall inform the candidate of the Committee recommendation(s) as soon as possible. All Committee votes and deliberations are personnel actions and must be treated with confidentiality in accordance with University Regulations and state and federal law. Members of the Committee are enjoined not to convey the substance or outcomes of Committee deliberations to the candidate or others. The candidate should not ask questions about the Committee's deliberations outside of the conversation the Committee Chair has with the candidate about the Committee's meeting and recommendation.
- (6) *Department Chair Action.* After studying the entire file relating to a candidate, the Department Chair shall prepare a written evaluation and recommendation as to each RPT action, including specific reasons for the recommendation with specific evidence presented, and then place a copy in the RPT file and provide a copy to the candidate. No later than seven (7) business days after receiving the evaluation and recommendation, the candidate may provide a written statement in response to the report of the RPT Advisory Committee and/or the evaluation and recommendation of the Department Chair. The Department Chair shall place any written response submitted by a candidate in the candidate's file, without comment.
- (7) *Actions and Appeals Procedures Beyond the Department Level.* Subsequent procedures are described in University Regulations and any relevant College Council Charter.

Appendix A: RPT File Contents

Candidate's Responsibility

It is the candidate's responsibility to provide the following documentation to the Department Chair for inclusion in the RPT file, prior to the file closing date. The candidate should provide all teaching materials early enough for Peer Teaching Reviewers and RPT-SACs to use this material for their reports.

1. Curriculum Vitae. The CV should include at least the following:
 - a. All publications/scholarship since the beginning of the candidate's professional career. Must list inclusive page numbers and state if acceptance was based on anonymous review or other selection method.
 - b. Conference papers presented and presentations given.
 - c. Grants and fellowships applied for and received.
 - d. Honors received for research/scholarship.
 - e. Graduate student committees served on or chaired.
 - f. Individual student research supervised.
 - g. Teaching awards or teaching recognition received.
 - h. Service activities for the University, profession, and public.

CVs should be dated. If the candidate updates their CV after it is sent to external evaluators, both versions of the CV should be included in the file and clearly identified.

2. Personal Statements. Candidates will submit separate statements outlining their current activities, progress, accomplishments to date, and future plans with respect to (a) research/scholarship; (b) teaching, including a discussion of teaching philosophy; and (c) service. Candidates are also strongly encouraged to reflect on how their activities in one or more these areas promote equity, diversity, and inclusion in the Department, College, University, and/or community.
3. Copies of publications/scholarship, including title page of authored or edited books.
4. Course syllabi for all courses taught in the past year for informal reviews, or since appointment or the previous formal retention review for formal retention reviews. Or, the most recent syllabus for all courses taught since appointment for tenure and promotion review or for the past five years for promotion to professor review. The candidate may also choose to include additional materials, such as assignments, exams, and handouts.
5. Other relevant materials, such as a teaching portfolio, course evaluations from other institutions, or letters the candidate has received from faculty, staff, students, or other interested individuals. If the candidate has had personnel from the Center for Teaching and Learning Excellence observe teaching or review teaching materials, the candidate may wish to include a resulting evaluation in the file. Where the candidate's role in particular research is unclear, the candidate should include letters from collaborators

describing the candidate's contribution to the work.

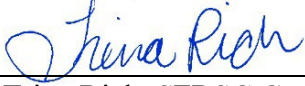
6. Candidate response(s) to any file contents, if desired.

Department's Responsibility

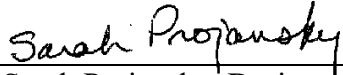
1. Peer Teaching Review reports based on review of teaching materials and observation of teaching.
2. All Course Feedback Reports from University of Utah courses taught since the last formal review (with a maximum of five years required for post-tenure promotion to Professor). For formal reviews for tenure, all evaluations since appointment.
3. Any report received from a shared-appointment unit, and any candidate's response.
4. All previous reports submitted by all voting levels from all formal and informal reviews since appointment or the last formal RPT review (whichever is more recent). Previous RPT-SAC reports need not be included; but, the CV at the time of the last formal RPT review (or appointment, if no previous formal RPT review exists) must be included.
5. Other relevant materials, such as signed recommendations from faculty, staff, or other interested individuals, consistent with University Regulations.
6. Evidence of faculty responsibility. This may include letters from the Department Chair describing the candidate's service to the Department and commenting on professional conduct. If an administrative reprimand has been issued, that reprimand as well as the latest findings, decisions, or recommendations from University committees or officials arising from the concerns about the faculty member that led to the reprimand will be included in the candidate's file.
7. External Evaluator Materials (when required), kept confidential if the candidate has waived the right to read
 - a. Signed form evidencing candidate's waiver or retention of right to read
 - b. External evaluations
 - c. Qualifications of evaluators, normally a brief curriculum vitae
 - d. Indication of who nominated each evaluator (candidate, Department Chair, or RPT Advisory Committee Chair).
8. Committee report(s).
 - a. RPT Advisory Committee report
9. Department Chair's written evaluation and recommendation.
10. Any candidate response to the Department Chair's report and/or the RPT Advisory Committee report.

Appendix B: Notices of Final Approval of RPT Statement

Review Committee Approval:

 _____ Trina Rich, SFRSC Committee Secretary	<u>May 10, 2022</u> Date
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Senior Vice President Approval:

 _____ Sarah Projansky, Designee	<u>August 2, 2022</u> Date
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Editorial Revision 1 reviewed and approved by SFRSC and SVP Designee.