

University of Utah Educational Psychology Department
Tenured Faculty Review Statement

Approved by Tenure-line Faculty of the Educational Psychology Department: 12/17/2018

Approved by Dean: 12/18/2018

Approved by the Senate Faculty Review Standards Committee 11 March 2019 and the Sr. Vice
President: 15 April 2019

I. Preamble:

The purpose of a Tenured Faculty Review (TFR) is to assist faculty members in their careers and to enhance each member's contribution to the Educational Psychology Department and the University. To that end, we recognize the need for a regular process for assessing and promoting the development and goals of each tenured faculty member. We understand this process to be part of our collegial responsibility and our collective endeavor to enhance our scholarly standing and profile.

Reviews are conducted in accord with the requirements of University Policy 6-321 (Tenured Faculty Reviews), Utah Board of Regents Policy R481 (Post-Tenure Review), and this approved TFR Statement, in conjunction with University Guidelines approved by the Senate Faculty Review Standards Committee and cognizant Senior Vice President.

II. Procedure:

- (a) Reviews will be conducted in the Spring Semester.
- (b) Reviews will be conducted by a TFR Committee.
- (c) TFR Committee Composition:
Per University Policy, all *tenured* faculty of the Educational Psychology Department, except for the Department Chairperson, Dean, faculty members holding higher level University administrative positions, and those under review, are eligible to serve on the TFR Committee.

The main TFR Committee will consist of all tenured faculty members at or above the rank of the reviewed faculty member. For a given year, a smaller subcommittee of three members approved by the main Committee may be assigned to prepare a draft report.

The Committee shall elect its chair and allocate duties as it deems appropriate.

III. Criteria and Standards:

- (a) The review shall result in a determination of whether the reviewed faculty member is *meeting the standards for a tenured member in the department*.
- (b) Areas considered in TFR are (a) quality of performance as a scholar and researcher; (b) quality of performance as a teacher; and (c) quality of service to the University, College, and profession.
- (c) In order to make meaningful and sustained contributions in one's role as a tenured faculty member in the unit, one must:
 - (1) Contribute to the development and dissemination of new knowledge through sustained publication of research/creative research results and by maintaining a sustainable research program, which includes the following examples listed in the Educational Psychology Department's current Retention, Promotion, and Tenure (RPT) criteria, such as:
 - A sustained record of publications in widely recognized peer-reviewed outlets appropriate to one's field over the five-year period
 - Authored or edited scholarly books by respected publishers
 - Funded research or training grants
 - Book chapters in edited books
 - Published conference proceedings from top-tier conferences
 - Authored books on professional topics for the general public
 - Articles in lower-tier peer reviewed journals
 - Peer-reviewed abstracts or presentations for national/international professional conferences
 - (2) Make sustained contributions in the areas of course instruction, curriculum/program development, and student advising and mentoring, which may include the following examples listed in the Educational Psychology Department's current RPT criteria, such as:
 - Evidence from course evaluations and/or peer observations
 - Course and curriculum development
 - Publication of textbooks or other teaching materials
 - Development and maintenance of practicum and field training sites
 - Development of professional training programs
 - Efforts to secure training and student support grants
 - Student advising and mentoring
 - Chairing and serving on graduate student committees
 - Including students in research and as co-authors in scholarly work
 - (3) Provide sustained service contributions to one's profession and to the University, which may include the following examples listed in the

Educational Psychology Department's current RPT criteria, such as:

- University committee leadership and service
- College committee leadership and service
- Department committee leadership and service
- Service in administrative positions at the University, College, or Departmental levels
- Professional society leadership and service
- Editorial and reviewer responsibilities for scholarly or professional journals
- Participation on boards or committees for community, government, healthcare agencies or non-profit organizations

Appendix A: Notice of Senate Faculty Review Standards Committee and Vice Presidential Final Approval.

Review Committee Approval:



Lincoln L. Davies, Chair

3/11/2019

Date

Senior Vice President Approval:



Harriet W. Hopf, Designee

4/15/2019

Date