

J. WILLARD MARRIOTT LIBRARY

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

Approved by J. Willard Marriott Library Tenure-line Faculty: March 23, 2022

Approved by Dean: June 17, 2020

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This document serves as the J. Willard Marriott Library's Statement of RPT criteria, standards, evidence, and procedures required by University Policy. This statement along with relevant University Policies, Policy 6-303, found at <http://regulations.utah.edu/academics/6-303.php>, and Policy 6-311, found at <http://regulations.utah.edu/academics/6-311.php>, govern the retention, promotion, and tenure process.

The Intellectual Role of the Librarian at the University of Utah

The J. Willard Marriott Library inspires the creation, discovery, and use of knowledge for Utah and the world by offering world-class resources, user-focused services, expert and responsive faculty and staff, and a technology-rich, inviting library.

Faculty at the Marriott Library connect people to knowledge, information, and tools. Library faculty instruct, investigate, and facilitate the production, creation, management, assessment, and the ethical use of information. Marriott Library faculty promote literacy and/or competencies in various forms. Library faculty advocate for equitable access to information, develop tools in information science, and preserve human culture by selecting, organizing, and preserving knowledge. No matter the area, library faculty strive for inclusivity and excellence.

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1. Effective Date and Application to Existing Faculty

The revised RPT criteria, standards, evidence, and procedures contained in this Statement are effective as of the date shown on page 1. All librarian RPT candidates appointed on or after this date will be considered under this Statement.

With the exception of those candidates seeking promotion to Librarian (see below), candidates whose appointments began prior to that date who are reviewed for retention, promotion, and/or tenure will have the option of choosing to be reviewed under either (1) the prior RPT requirements that were in place at the time of their appointment or (2) this new Statement. The Dean 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.

Candidates who will be reviewed for promotion to the rank of Librarian after the effective date of this Statement will be reviewed according to the statement and requirements in effect at the time review materials are sent to external evaluators.

2. Informal and Formal Reviews

2.1 Timing of Reviews and Length of Probationary Period

- a. **Timing.** To ensure the continued quality performance of faculty members and make decisions about retention, promotion, and tenure, the Library will conduct either informal or formal reviews of its tenure-line candidates in each year of their probationary period as indicated in Table 1 below.
- b. **Normal probationary period.** The normal probationary period for a candidate appointed at the rank of Assistant Librarian is seven years. The normal probationary period for a candidate appointed without tenure at the rank of Associate Librarian or Librarian is five years.

Candidates with a seven-year probationary period undergo one formal mid-probationary retention review, in the fourth year. Candidates with a five-year probationary period undergo one formal mid-probationary retention review, in the third year.

Table 1: Normal Review Schedule

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

c. Shortening or extending the probationary period. Candidates may request early tenure reviews (i.e., *shortening* the otherwise applicable probationary period) on the grounds described in and by the following procedures provided for in University Policy. Because early review cases require a candidate either to have qualifying prior service or to have made truly extraordinary progress, few requests are made and few are granted. Candidates are therefore encouraged to consult with the Dean and senior colleagues before requesting an early tenure review.

If the candidate has had an authorized *extension* of the probationary period (e.g., for medical or parental leave), the years of the formal retention review and the mandatory review for tenure shall be adjusted accordingly. Extensions of the probationary period authorized by University Policies may postpone formal reviews, but informal reviews will occur in any year in which a formal review is not held.

2.2 Informal Reviews

Informal reviews provide constructive feedback on progress and guidance on RPT expectations to candidates. A primary function of the informal review is to provide advice in developing the file that will be made available for the formal review process, with due attention to the materials appropriate to each of the three areas of evaluation: research/creative activity; librarianship/teaching; and service to the profession, university, and public.

2.3 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 cognizant Associate Dean 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 Dean must provide written notice of the triggered formal review to the candidate no less than 30 calendar days prior to conducting the review.

2.4 Candidates Hired at the Rank of Associate Librarian or Librarian

The Marriott Library does not appoint new tenure-line faculty members at or promote current tenure-line faculty to the Associate Librarian or Librarian rank without the concurrent granting of tenure.

2.5 Request for Promotion to Rank of Librarian

A tenured faculty member at the rank of Associate Librarian may request a review for promotion to the rank of Librarian at any time when they have met the requirements for that rank. The Library does not require any minimum number of years subsequent to granting of tenure or promotion to Associate Librarian before a candidate may be considered eligible for promotion to Librarian. Ordinarily, however, such reviews are not held before the academic year in which a candidate is scheduled for the first Tenured Faculty Review (TFR), which is five years after

tenure is achieved (see [Policy 6-321](#)). All activities at the University of Utah since the initial granting of promotion and tenure shall be counted towards promotion to the rank of Librarian.

3. RPT Guidelines

A faculty member's stature is based on an assessment of achievements in the area of faculty responsibility and the three functions of faculty members, which are referred to as criteria in University Policy: (1) research/creative activity, (2) teaching, and (3) service. Summary ratings of performance in each of these three areas serve as the standards for retention, promotion, and tenure. As permitted by University Policy, this unit will use a four-level scale for evaluating performance: excellent, very good, effective, and not satisfactory. On this scale, the standard very good is located between the standards of excellent and effective in University Policy.

Because of the distinctive nature of academic librarianship, "librarianship" is commensurate with the University criterion of "teaching." In some cases, a librarian's role may include both librarianship and teaching components, which will be reflected in the candidate's file. The modified tenure criteria for librarians are therefore: (1) research/creative activity, (2) librarianship/teaching, and (3) service.

The criteria and standards for retention during the probationary period, tenure, promotion to the rank of Associate Librarian, and promotion to the rank of Librarian are listed here. 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 to both formal and informal reviews. Evaluations of candidates are based on the evidence provided regarding a candidate's research/creative activity, librarianship/teaching, and service and are described in subsequent sections.

Per [Policy 6-303](#), in carrying out their duties in research/creative activity, 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/creative activity, librarianship/teaching, and service may consider the candidate's conduct as a responsible member of the faculty, based on the evidence in the file.

3.1 Summary of RPT Standards

- a. **Retention:** A candidate for retention must demonstrate that they have *reasonable potential* for meeting the standards established for tenure.
- b. **Tenure and Promotion to Associate Librarian:** Promotion and tenure are considered at the same time for Marriott Library Faculty and require ratings of either (a) excellent in research/creative activity, at least sustained effectiveness in librarianship/teaching, and at least sustained effectiveness in service, or (b) sustained effectiveness in research/creative activity, excellent in librarianship/teaching, and at least sustained effectiveness in service. The evidence presented must also demonstrate that the candidate has the ability to achieve the requirements for the rank of Librarian in due course.
- c. **Librarian:** Promotion to the rank of Librarian requires ratings of sustained excellence in either research/creative activity or librarianship/teaching, at least very good in the other,

and at least sustained effectiveness in all three service areas. The evidence must demonstrate a distinctive body of work that shows leadership, impacts the Marriott Library as well as the University, contributes to the advancement of the profession regionally and nationally, and supports people in pursuit of life-long learning and their information needs.

3.2 Evaluation of Research/Creative Activity

Judgments about a candidate's research/creative activity are based on both the quality and quantity of research/creative products and their relevance to the academic community. The characteristics of productive research/creative activity, however, differ depending on the candidate's area(s) of specialization and professional goals. Assessments of faculty research/creative activity in the RPT process reflect professional judgments that take into account the quality and quantity of contributions, and the professional context of the candidate.

a. Description of research/creative activity.

Candidates are expected to contribute significantly and distinctly to the development and dissemination of knowledge through research/creative activity. The following will be considered in evaluating a candidate's research/creative activity and scholarship according to accepted publishing patterns in the candidate's own research area. Due to the interdisciplinary nature of librarianship, librarians may conduct research in library science or in other disciplines, and both are equally valued.

A librarian's research/creative activity should reflect a coherent agenda in at least one topic area. In this context, a coherent research agenda should be understood to mean a record of research/creative activity that demonstrates consistent quality, rigor, and relevance to the library profession and/or the individual librarian's area(s) of specialized subject expertise. Within these parameters, a coherent research agenda might be multifaceted and might evolve over time.

Library Faculty are expected to generate research/creative output that is recognized regionally and nationally and/or internationally through the dissemination of work in a variety of publication, presentation, exhibition, and collection venues. Faculty are encouraged to pursue a breadth of, scholarly, creative, and innovative techniques and approaches to develop a distinctive body of work. The documentation and evidence of research/creative activity should include confirmation of the engagement of peers at the University of Utah and in other academic, museum, and artistic fields, institutions, and communities. The following list of evidentiary components is not comprehensive, and other types of output, described with details related to impact, are welcomed. Additional definitions and context for terms used in the following list are available in Appendix B. The work of the faculty may appear and/or be distributed and recognized through, but not limited to:

- 1) articles and essays authored or co-authored by the candidate and published in peer-reviewed professional publications,
- 2) book chapters solicited or selected by editors for scholarly or trade volumes,
- 3) publication of monographs, bibliographies, or volumes,
- 4) articles or reviews about relevant projects or activities appearing in disciplinary or popular venues,

- 5) submission and/or receipt of grant proposals for scholarly or creative projects,
- 6) presentations, panel discussions, or lectures at disciplinary conferences, symposia, or institutional and community venues, whether juried or invited,
- 7) chairing or selection as a member of the jury of an exhibition, grant, or catalog,
- 8) curation of exhibitions or archives which include archival, historical, or creative material from library collections, or solicited from external collections,
- 9) inclusion of work in exhibitions, catalogs, or other publications highlighting exceptional work and relevant historical, scholarly, or artistic topics,
- 10) fine art, graphic design, creative writing, or new multimedia,
- 11) the distribution of work to peers and other audiences through portfolio exchanges, case studies, collections as data, databases, data sets, representation by specialist booksellers, facilitation of or participation in public scholarship and/or community-engaged projects, and the placement of publications in institutional and private collections,
- 12) awards, prizes, or other recognitions.

b. Research Funding

Marriott Library is a unit in which research funding is encouraged, but not required. Much of the research conducted by library faculty does not require outside funding. Acquiring funding to support research is valued by the university and the library and is necessary to sustain the research mission of the university. All successful efforts to obtain such funding will be considered as appropriate to contributing positively to one's research. All unsuccessful efforts will also be considered on their merits. One way to show effectiveness or excellence in research is through outside funding or residencies.

c. Summary Rating Scale for Research/Creative Activity

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

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

Very Good: The candidate has made significant, sustained contributions in one or more topic areas of research/creative activity. The quality and quantity of research/creative activity reflect a coherent agenda in at least one topic area.

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

Not Satisfactory: The candidate has made insufficient contributions in research/creative activity.

3.3 Evaluation of Librarianship/Teaching

Librarianship encompasses a wide range of intellectual activities in which library faculty invest significant effort as individuals. Individual achievement depends on unique ability, commitment, and opportunity.

Funding that supports or expands library services and programs is one way to demonstrate excellence in Librarianship. Where appropriate, the Faculty Review Committee will give positive consideration to the extent to which an individual has submitted funding applications and has been able to obtain funds to support current and/or future library services.

Librarianship/Teaching includes (1) ensuring accurate connections between researcher and information, (2) facilitating research, archival, media, technology, and/or preservation competencies, (3) managing library programs, (4) community outreach, and/or (5) teaching.

a. Accurate Connections

Ensuring accurate connections to information includes building, managing, preserving, or facilitating access to a collection; describing information; demonstrating searching techniques; and/or displaying or producing information. Part of ensuring accurate connections is understanding the basic information needs of students, staff, and faculty in order to meet the library profession's standard of finding the correct information at the correct time, thus developing meaningful relationships with researchers. In judging the candidate's ability to ensure accurate connections to information, consideration shall be given to the following: What is the quality of the techniques used to establish connections to information? How current are the methods used? Does the candidate meet expectations established by the library and/or discipline? In judging the candidate's ability to develop meaningful authentic relationships with researchers and information seekers, consideration shall be given to the following: How effectively has the candidate worked with the university community, including undergraduate/graduate students, faculty, university staff, and university administration?

b. Facilitating Research, Archival, Media, Technology, and/or Preservation Competencies

Library faculty collaborate with specific programs, individual course instructors, campus researchers, and independent learners in order to integrate information literacy skills broadly across the curriculum. In support of information literacy goals, librarians engage in activities such as developing lesson plans, assignments, and other course materials; delivering invited lectures; serving as embedded librarians; creating online guides; providing consultations; and/or hosting office hours. Evidence of excellence may be shown through examples of instructional materials and/or letters from faculty, staff, and students. Which programs has the candidate worked with to promote information literacy? What has the candidate done to promote information literacy across the curricula or research/creative activity, independent of specific programs?

As library faculty, we know that a world of information exists beyond disciplinary boundaries and part of our professional role is to make the existence of broader information known and findable, through mechanisms such as, but not limited to, library guides, library studio sessions, etc. In judging the candidate's ability to facilitate these competencies, consideration shall be given to the following: How has the candidate contributed to the University's mission?

c. Managing Library Programs

Library faculty often provide oversight and management of programs and initiatives including, but not limited to, developing consortia arrangements for resource sharing for the University of Utah and other higher education institutions across the state, managing large-scale digitization activities, directing programs for the maintenance and preservation of physical and digital collections, and overseeing staff and part-time student work for library operations and continuity of service for all researchers. For librarians with management duties in their role, in judging the candidate's effectiveness, the following will be considered: Does the candidate meet expectations established by the library through these duties? How has the candidate contributed to the University's mission through management of library programs and services? Does the candidate follow University and Library policies and procedures?

d. Community Outreach

In line with the University's core values, the Library serves the campus and larger communities. The core duties of some librarians include engagement with the greater community. This may include programming for K-12 or adult groups. This outreach is not service selected by the faculty but rather an expectation of the position for which the librarian was hired. In judging the candidate's effectiveness, the following will be considered: Does the candidate meet expectations established by their division in the library? In what has the candidate worked with the university and greater community? How has the candidate contributed to the University's mission through community outreach activities?

e. Teaching:

Within the University system, the term *teaching* refers to regularly scheduled instruction, curriculum and program development, directing undergraduate and/or graduate student work, and counseling and advising of students in general. Regularly scheduled instruction includes being the instructor of record, embedded semester-long instruction, and guest lectures in academic settings. There are therefore three components of teaching for library faculty directly involved in teaching credit-bearing courses. RPT judgments are made primarily with respect to: (1) course instruction, (2) curriculum and program development, and (3) student advising and mentoring. Peer Teaching Reviews should be based on information from the candidate's statement of teaching philosophy, University course feedback forms, SAC reports, interviews with the faculty member, class visitation, syllabi and other available artifacts from the course such as assignments and tests.

i. Course instruction

Course instruction encompasses (a) didactic 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. Specific sources of information to evaluate the candidate's course instruction shall include, if available: (a) the candidate's statement of teaching philosophy as found in their 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; and (d) information from student course feedback forms. 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) may also be included if the candidate so chooses.

ii. Curriculum and program development

Academic programs require significant investments of faculty time in ongoing curriculum/program development and maintenance. The contributions of a candidate to such efforts, beyond regular teaching assignments, may therefore be considered as part of contributions in the area of teaching. Examples of these kinds of contributions include the development and teaching of new and novel courses and the publication of textbooks or other teaching materials.

iii. Student advising and mentoring

Work with undergraduate and graduate students outside of the classroom is also an important component of teaching. Activities of primary importance in this area include (1) general student advising and mentoring; (2) chairing and serving on graduate student committees; and (3) including students in research and as co-authors in scholarly work. Contributions in this area are evaluated with respect to both quantity and quality.

f. Summary Rating Scale for Librarianship/Teaching:

Ratings on the four-point scale below reflect the joint consideration as appropriate to the library faculty member's role within the components of librarianship/teaching described above.

Excellent: The candidate has made substantial, sustained contributions in librarianship/teaching.

Very Good: The candidate has made significant, sustained contributions in librarianship/teaching.

Effective: The candidate has made acceptable, sustained contributions in librarianship/teaching. The candidate shows sufficient progress to suggest that the eventual contributions in these areas will be significant.

Not Satisfactory: The candidate has made insufficient contributions in librarianship and, if relevant, teaching, given time in rank.

3.4 Evaluation of Service

Evaluations are made with respect to three areas of service: (1) professional service, (2) University service, or (3) public service. It is not necessary for a candidate to participate equally in all three service areas. Differing participation in the three service areas typically reflects the strengths and interests of individual faculty members.

In judging the candidate's service activities, consideration shall be given to the significance, impact, and reach of the contributions. Does the service impact national or international organizations or programs within the discipline? Has the candidate's professional, library-related expertise helped further the mission of committees and organizations within the library, university, community, or profession? Does the candidate demonstrate leadership?

a. Professional Service

This refers primarily to professional participation at a national or international level. Service in this category can be oriented toward national professional organizations and include such activities as holding offices; 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. Significant professional service contributions can also include serving as editor, associate editor, editorial review board member, or regular reviewer for scholarly or professional journals.

b. University Service

This category refers to service within the University, including at the Library and overall institution. A candidate's shared-governance activities, including chairing and/or serving on standing and ad hoc committees, councils, and task forces, or serving in administrative positions, at any of these levels, represent valuable 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 can take many forms, e.g., serving on boards and committees for governmental and/or non-profit organizations, consulting with and/or providing direct service to community agencies as appropriate within University guidelines.

d. Summary Rating Scale for Service.

Ratings on the four-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, or the public.

Very Good: The candidate has made significant, sustained contributions to the profession, the University, or the public.

Effective: The candidate has made acceptable, sustained contributions to the profession, the University, or the public, suggesting that the eventual contributions 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. **Library RPT Advisory Committee.** As more fully described below, membership in and voting on the Library RPT Advisory Committee are determined by University Policy. Qualified members of the RPT Advisory Committee may attend, participate in its meetings, and vote on its recommendations. The committee may agree to invite others to participate in the meeting as provided by University Policy. These other participants may not vote on recommendations.
- c. **RPT Advisory Committee Chairperson.** The Chairperson of the RPT Advisory Committee is a tenured member of the Library faculty, elected biennially during the Spring Semester, with all tenure-line faculty eligible to participate in the election.
- d. **Tenure-line Review Subcommittee.** The Tenure-line Review Subcommittee prepares a report about an RPT candidate for consideration by the RPT Advisory Committee. For cases other than promotion to the rank of Librarian, a minimum of six (6) members are drawn from the main RPT Advisory Committee. The members of the subcommittee are tenured and are qualified by rank to vote on the Advisory Committee's recommendations regarding the candidate. They are selected by the Chairperson of the RPT Advisory Committee, who also designates a chairperson for the subcommittee.
- e. **Promotion to Librarian Subcommittee.** For cases involving proposed promotion to the rank of Librarian, a minimum of three (3) tenured librarians with rank of Librarian will be selected by the Chairperson of the RPT Advisory Committee in consultation with the Dean. In consultation with the Dean, the Chairperson of the RPT Advisory Committee designates a chairperson for the subcommittee.
- f. **Associate Dean.** The administrative head of a library division.
- g. **Dean.** The administrative head of the Library, who for a single-department college has the specific RPT responsibilities University Policy 6-303 prescribes for a department chairperson. The dean has delegated the department chair duties to the associate dean for informal reviews.
- h. **Library's RPT File Administrator.** The person appointed by the Dean who ensures candidate files contain all relevant and appropriate materials. The Library's RPT File Administrator acts as a representative of the Dean and works with the Dean and RPT Advisory Committee Chairperson to collect materials such as course feedback forms, peer teaching evaluations, and letters to be included in candidate files.
- i. **External Evaluators.** These are scholars from outside the University of Utah selected by the Library RPT Advisory Committee Chairperson and cognizant Associate Dean in

consultation with the candidate to evaluate the candidate's research/creative activity, librarianship/teaching, and service. All external evaluators must have a demonstrated record of scholarly excellence in the candidate's scholarly field, and shall be at or above the academic rank for which the candidate is being considered in this 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. Candidates will have the opportunity before evaluations are solicited to identify these relationships as well as any conflicts with any potential evaluators.

4.2 Informal Review Procedures

Informal reviews of tenure-line faculty shall take place in every year of the probationary period in which a formal review is not conducted.

- a. **Informal Reviews after the First Year.** These procedures apply for all informal reviews except for the first year.

The file materials provided by the candidate for an informal review shall normally consist of:

- an up-to-date curriculum vitae
- a concise, 4 to 5 page personal statement that includes a summary of the candidate's progress to date, a description of librarianship/teaching philosophy, and a description of current activities and future plans, in research/creative activity, librarianship/teaching, and service
- The candidate may choose to submit relevant supplementary material. These materials should be submitted by the candidate and may be updated until the file closing date, to be no later than July 30.

In the case of a candidate who has a shared appointment, the cognizant Associate Dean 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 cognizant Associate Dean by October 5. Any such report will be added to the RPT file and a copy provided to the candidate.

For those faculty members teaching credit bearing courses, Course Feedback Forms from the University of Utah are added to the file by the Library's RPT File Administrator. Evaluations for non-credit bearing courses or from other institutions must be added by the candidate.

The RPT Advisory Committee Chairperson will appoint the members of the Tenure-line Review Subcommittee to review the candidate's file, meet with the candidate, and write an ad hoc informal review report that summarizes the candidate's progress. A copy of this report will be provided to the candidate and added to the RPT file. The candidate shall have the opportunity (but not an obligation) to provide a written response to the report.

The RPT Advisory Committee will then meet to discuss the Tenure-line Review Subcommittee report and any response of the candidate, and agree on feedback to be provided to the candidate. The RPT Advisory Committee Chairperson shall prepare a summary report of the meeting, and shall then place in the candidate's file: (i) the Tenure-line Review Subcommittee's

report, (ii) any response of the candidate, and (iii) the summary report of the RPT Advisory Committee's meeting.

After studying the candidate's record, the cognizant Associate Dean shall prepare their written recommendation to be included in the file. After all informal reviews, the cognizant Associate Dean, the RPT Advisory Committee Chairperson, and a member of the Tenure-line Review Subcommittee shall meet with the candidate to discuss the report and their progress. The informal review normally concludes at this point. If the cognizant Associate Dean or members of the RPT Advisory Committee conclude that circumstances call for triggering a formal review, one shall begin in accordance with University Policy.

- b. First-Year Informal Review.** The first-year informal review will be conducted during the Spring Semester to ensure no serious problems have arisen. The cognizant Associate Dean will review the candidate's research/creative activity, librarianship/teaching, and service, and will meet with the candidate to discuss the review and any problems with research/creative activity, librarianship/teaching, or service. The cognizant Associate Dean will prepare a brief written report copied to the candidate and placed in the RPT file. The candidate has the opportunity to make a written response to the review, and any response shall be added to the RPT file.

4.3 Formal Review Procedures

A formal mid-probationary retention review, a formal tenure review, and a formal promotion (either to Associate Librarian or to Librarian) review follow the same format.

- a. Library Responsibilities.** By April 1, the Dean will determine the obligatory RPT reviews for the upcoming academic year and will notify, in writing, the faculty members required to be reviewed, and will invite any other tenured and tenure-line faculty wishing formally to be reviewed for promotion and/or tenure to so indicate in a letter to the Dean by April 15.

In the case of a candidate who has a shared appointment, the Dean 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.

- b. RPT Advisory Committee Chairperson.** By April 15, the elected RPT Advisory Committee Chairperson will appoint members to and select a chairperson for the Subcommittee (in consultation with the Dean for promotions to Librarian).

For each candidate being reviewed, the RPT Advisory Committee Chairperson will request nominations from the candidate for external evaluators and request that the candidate sign the waiver/non-waiver form governing the confidentiality of external evaluation letters.

At least three weeks prior to the convening of the Subcommittee, the RPT Advisory Committee Chairperson shall invite any interested faculty and staff members in the University Libraries to submit written statements for the file of each candidate to be considered.

- c. **Peer Teaching Reviews**. For candidates for whom teaching is a responsibility, the cognizant Associate Dean shall ensure that at least three Peer Teaching Reviews are included in the candidate's file prior to any formal review.
- d. **External Evaluators**. Candidates must provide a list of five potential external evaluators and provide any information about potential conflicts by May 1. The RPT Advisory Committee Chairperson, after consulting with the cognizant Associate Dean, and considering the list of potential evaluators submitted by the candidate as well as any information about any conflicts, will obtain no fewer than four external evaluations for each formal tenure review and formal promotion (either to Associate Librarian or to Librarian) review. At least one external evaluator will be from the candidate's list and at least one external evaluator will not be from the candidate's list. The RPT Advisory Committee Chairperson will send potential external evaluators a standard solicitation letter, including notification of whether the candidate has or has not waived the right to see the evaluations, and will provide them with this document. External evaluators shall be asked to submit their evaluations no later than September 15.

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

- e. **RPT File Contents and File Closing Date**. A candidate's file will open no later than June 1 and close no later than July 30 (except for materials specified below as being added subsequent to the Advisory Committee meeting).
 1. *Candidate Responsibilities for File Contents*. Prior to July 30, the candidate is obligated to submit to the candidate's file:
 - a current curriculum vitae (CV). Candidates for promotion should reflect their entire career in their CV.
 - copies of publications, completed accepted works, and other forms of research/creative activity,
 - a concise, 4 to 5 page personal statement that specifies progress to date and describes current activities and future plans, for the relevant criteria (research/creative activity, librarianship/teaching, and service). Candidates for promotion to Librarian should address all activities since the initial granting of promotion and tenure.
 - The candidate may submit other relevant materials, including examples of librarianship and/or course feedback forms from outside the University.
 2. *Library Responsibilities for File Contents*. The Library's RPT File Administrator shall ensure that the file includes:

- Course feedback forms (if applicable)
- any written recommendations from department faculty and staff,
- any reports from shared appointment units,
- external evaluator reports (treated as confidential as appropriate),
- peer teaching reviews (if applicable),
- reports and recommendations from all past reviews, and
- all other required materials.

f. **Candidate's Rights to Comment on File** A candidate has the right to submit a written response to any of the file contents no later than five (5) business days after the file closing date.

g. **Formal Review—RPT Advisory Committee Meeting and Subsequent Steps.**

1. *Subcommittee Review.* Each subcommittee member is responsible for reviewing candidate's file prior to the subcommittee meeting. The subcommittee will discuss the candidate's file as it pertains to the relevant criteria and prepare their report for the RPT Advisory Committee to consider. The subcommittee report will be added to the candidate's file.

Members of the Subcommittee are enjoined not to convey the substance or outcomes of committee deliberations to candidates. All committee deliberations are personnel actions and must be treated with confidentiality in accordance with University Policy and state and federal law.

2. *Candidate's Right to Respond.* At this time, the candidate shall have the opportunity to respond to the Subcommittee report through adding a written statement to their review file. If the candidate chooses to respond, the statement must be submitted within five (5) business days of the date of receipt and shall be added to the candidate's file without comment.

3. *RPT Advisory Committee Action.* The full RPT Advisory Committee will meet after receiving any report from other units but no later than October 15. Each Committee member is responsible for reviewing the file prior to the meeting. The Committee will discuss the record as it pertains to each of the relevant criteria (research/creative activity, librarianship/teaching, and service). Committee members will 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).

Whenever possible, the RPT Advisory Committee Chairperson will advise all 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 the same as other votes.

The report of the meeting should reflect the nature of the discussion with major points on both sides revealed. Both affirmative and negative votes should be explained. From the report, others should be able to get a sense of the discussion and not just a summary or the conclusions. The summary report of the meeting, including vote counts for each recommendation, should be signed by the person designated by the RPT Advisory Committee Chairperson to serve as the Secretary, then approved by the RPT Advisory Committee Chairperson, and then made available for inspection by the Committee members. After allowing an inspection period of not less than two business days nor more than five business days, and after such modifications as the Committee approves, the Secretary shall forward the summary report to the Dean and the candidate, along with a list of all faculty members present at the meeting.

The candidate is to be informed of the Committee recommendation by the RPT Advisory Committee Chairperson as soon as possible. All Committee votes and deliberations are personnel actions and must be treated with confidentiality in accordance with University Policy and state and federal law. Members of the Committee are enjoined not to convey the substance or outcomes of committee deliberations to candidates. Candidates may not ask questions about the Committee's deliberations outside of the conversation the candidate has with the RPT Advisory Committee Chairperson about the Committee's meeting and recommendation.

4. *Candidate's Right to Respond.* At this time, the candidate shall have the opportunity to respond to the RPT Advisory Committee report through adding a written statement to their review file. If the candidate chooses to respond, the statement must be submitted within five (5) business days of the date of receipt and shall be added to the candidate's file without comment.
5. *Dean Action.* The Dean will review the complete file and will co-write a letter with the cognizant associate dean including evidence justifying their overall evaluation regarding the proposed RPT actions. The Dean's letter will be provided to the candidate and included in the file.
6. *Candidate's Right to Respond.* At this time, the candidate shall have the opportunity to respond to the Dean's letter through adding a written statement to their review file. If the candidate chooses to respond, the statement must be submitted within five (5) business days of the date of receipt and shall be added to the candidate's file without comment.
7. *Actions and Appeals Procedures Beyond the Marriott Library Level.* Subsequent procedures are described in University Regulations and any relevant College Council Charter.

Appendix A: RPT File Contents

In order for the RPT process to operate effectively, and to ensure that all candidates receive the most accurate reviews possible, certain participants in the RPT process have responsibilities for placing certain materials in the file. All materials listed below are to be added by the file closing date, and are considered for the RPT Advisory Committee meeting. Additionally, the report of the RPT Advisory Committee meeting, recommendation of the Dean, and any candidate responses to either, are added subsequently.

Candidate's Responsibility

It is the candidate's responsibility to provide the following documentation for inclusion in the RPT file.

1. Curriculum Vitae. This should include at least the following and utilize this order to the extent possible. Educational attainment, faculty appointment details, and contact information is in addition to these categories:
 - a. All research publications/creative works since the candidate began their professional career. Please include a complete citation to each research publication/creative work and state if acceptance was based on blind review, or other selection method.
 - b. All conference papers presented and presentations given. Please state if acceptance was based on blind review, or other selection method.
 - c. Service on or chair of committees or working groups that support or contribute to other faculty or undergraduate/graduate student research.
 - d. Contribution to or supervision of individual research projects in collaboration with undergraduate/graduate students or other faculty
 - e. Service activities for the University, profession, and public.
 - f. Grants and fellowships applied for and received.
 - g. Honor(s), award(s), recognition(s) received for research/creative work, librarianship/teaching, and/or service.
 - h. Individual student research supervised.
2. Personal Statement. This document should concisely describe accomplishments as well as future plans in research/creative activity, librarianship/teaching, and service, and include a description of librarianship/teaching philosophy.
3. Copies of recent publications and evidence of creative outputs, including title page of authored or edited books; links to monographs, essays, articles, databases, bibliographies, archives, case studies, databases, data sets, and descriptions or evidence of presentations, symposiums, lectures, exhibitions, case studies, databases, data sets, representation by specialist booksellers, facilitation of or participation in public scholarship and/or community-engaged projects, and the placement of publications in institutional and private collections; and/or any other items that support the candidate's cohesive research agenda.

4. Course syllabi. For librarians who teach regularly scheduled instruction, course syllabi for all courses taught (in the past year for informal reviews, since the previous formal review for formal reviews, and the most recent syllabus for all courses taught since appointment for tenure review) and such additional assignments, exams, and handouts the candidate chooses to include. The candidate should provide this information for the file early enough for Peer Teaching Reviewers, and the Subcommittee to use this material for their reports.
5. Evidence of librarianship/teaching. Documentation including, but not limited to, workflows, lesson plans, handouts, LibGuides, case studies, and collection development. 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.
6. Other relevant materials, including, but not limited to, documentation of contributions and impact related to service activities, impact of LibGuides and other documentation, teaching portfolio, course feedback forms from other institutions, or letters from faculty, staff, or interested individuals. Where the candidate's role in particular research/creative activity is unclear, the candidate may include letters from collaborators describing the candidate's contribution to the work.
7. Candidate response(s) to any other file contents, if desired.

Library's Responsibility

It is the Library's RPT File Administrator's responsibility to ensure the following documentation is included in the candidate's RPT file, prior to the file closing date.

1. Reports of peer review of teaching materials and peer observations of teaching.
 - a. 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.
2. Any report received from a unit in which the candidate holds a shared appointment.
3. Copies of all prior years' RPT files.
4. Other relevant materials, such as signed letters from faculty, staff, or interested individuals.
5. Evidence of faculty responsibility. This may include letters from the cognizant Associate Dean describing the candidate's service to the unit 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.
6. External Evaluator Letters (for formal promotion and/or tenure reviews; kept confidential if the candidate has waived their right to read)

- a. Signed form evidencing candidate's waiver or retention of right to read
 - b. Qualifications of evaluators, normally a brief Curriculum Vitae
 - c. Indication of who nominated each evaluator (candidate, cognizant Associate Dean, or Committee Chairperson)
7. Report of Subcommittee (added after the file closing date).

Appendix B: Glossary of Research/Creative Outputs

Bibliographies

Enumerative bibliographies which provide comprehensive listings of focused topics or the works of specific authors, creators, or notable figures are considered significant contributions to research literature and should be valued as works of sustained academic inquiry in their own right. Similarly, in the context of the work of our Museum of Fine Arts faculty colleagues and within the discipline of art history, the catalogue raisonne is considered a major product of formal research. In other modes of bibliography (e.g. descriptive or analytical), published contributions to these branches of “the science of the transmission of literary documents”¹ are also viewed as sources of formal and sustained research which provide valuable insights into historical production practices.

Books

In addition to books published by operations funded by large, parent companies, independent presses locate their cultural value and significance by publishing creative and original work directed at specialized audiences, which is especially critical for artists and writers working in distinct niches outside of mainstream cultural and artistic production. Types of independent presses include, but are not limited to, small presses, fine presses, and private presses. Self-publishing, either under an imprint or the artist’s name, constitutes a legitimate, alternative form of publishing, one which distinguishes itself from a vanity or subsidy press insofar as vanity and subsidy presses require authors to pay a third party for the publication of their work. For example, self-publishing has traditionally been and is currently the norm in the production of artists’ books; this mode of publication is vital—it allows artists to control all aspects of the creation process, from content development to the selection of materials and the modes of production. Self-publishing imprints oftentimes partner with art and book dealers to disseminate their work. In this context, the book-- whether further defined as an artist’s book, a fine press publication, or livre d’artiste-- can appear in a vast range of structures, sizes, and materials, from the traditional codex or suite of broadsides to an altered, sculptural, or conceptual work.

Collections as Data

Collections as Data projects involve developing and releasing datasets of digital collections and accompanying metadata. In order to best facilitate computational reuse of these datasets, librarians curate and develop metadata with the goal of facilitating scholarly inquiry. The development of a collections as data project can involve research and customization of a specialized metadata template, data cleaning, metadata enhancement, development of new workflows, and extensive quality control procedures that represent substantial time and effort that goes beyond typical descriptive metadata creation.

Creative Writing

¹ Gregg, W. W. “Bibliography — An Apologia.” *The Library* vol. 13, 1932, pp. 113-143. Reprinted in *Collected Papers*, ed. J.C. Maxwell, Oxford, Oxford University Press, 1966, pp. 239-266.

Production and publication of creative writing is a form of creative research and is integral to book arts and special collections publications; text generation and composition is a common practice for book artists. Poetry, fiction, creative non-fiction, and cross-genre creative works may be published in artists' books, broadsides, online and in-print literary journals and anthologies, chapbooks, trade book works, or in other non-traditional formats such as performance and new media pieces or installations.

Exhibitions

Solo or Joint Exhibitions

The identification of a single figure (or small group of artists) to highlight in a gallery exhibition represents a significant act of evaluation and critical support. Solo or joint exhibitions may include multiple examples of faculty work, becoming a singular opportunity for peers and students to consider the work in context, and for the creator to interact with an audience outside of the classroom setting.

Juried Exhibitions

Faculty work which is juried into an exhibition by peers in the field is parallel to other means of peer review. Selection for juried, competitive exhibits of book arts work, generally sponsored by noted peer organizations in the discipline (e.g., the Guild of Book Workers), is a clear indication of peer engagement and approbation. Juried exhibitions often travel to multiple locations which broadens the exposure outlined in the last entry.

Jury for Exhibitions

Being invited to participate in the jury for an exhibition is a significant accomplishment, particularly since most calls for submission highlight the names of the jurors as a central feature in attracting interest. Because the work involved emphasizes critical judgment by drawing upon the historical and aesthetic sensibilities of the jury, the act of selection and the evaluative work involved both speak to the significant acknowledgment of the juror's accomplishments and recognition.

Exhibition Curation

Scholarly and interpretive exhibits include or highlight a collection of creative or historical material from library or museum collections, student activities, or other scholarly materials. Exhibition curation demonstrates faculty expertise (through label or catalog text and/or exhibit design) to both the academic and wider community and is considered a primary scholarly activity for librarians.

Digital Exhibitions

Digital Exhibitions provide context about primary source materials and their digital surrogates. Providing context for primary sources serves as an important outreach as well as research activity. Involvement in Digital Exhibitions can include multiple roles including but not limited to developing an exhibit as a sole author, facilitating the development of an exhibit in collaboration with other

departments within the library or across campus, or adapting physical exhibits to digital format.

Fine Art

Book Arts is a multi-disciplinary endeavor that requires skills in multiple media and modes of production. The production of creative work supports student success by ensuring that faculty are practicing what they are teaching. Creative work might include visual books, graphic design, performance arts, and other modes of production. The practice of fine art has value separate from the product and means of distribution.

Formal Presentations

Conference presentations or invited speaking engagements are a central method by which the discipline of library science, archival or rare book studies, and book arts articulate developments in the field, new research discoveries, and changing standards of practice. The juried presentation, in which a proposal is selected by a group of experts or conference planners, demonstrates the strength of the librarian's ideas. The invited presentation indicates the reputation of a career and demonstrates external awareness of the potential contributions of the speaker. The panel discussion, whether by invitation or through vetting, can be distinguished from a presentation by its format which presents a number of experts to freely discuss critical, historical, or aesthetic features of a topic in an interactive, dialogic format.

Graphic Design

Professional graphic design work is a form of creative research connected to design teaching. This work may include project work, commercial or client-based design commissions, and/or creative work for exhibition or competition. Research related to design teaching is often specifically practice-based, and helps inform students about careers in the field. Results of design faculty research efforts may be shared in established models of exhibition or publication, including artists' books, or juried, solo, or joint exhibitions. Additionally, work may be disseminated outside of traditional settings, including in retail establishments, at trade shows or art fairs, or in design annuals.

Monographs

The monograph can be distinguished from the "book" or "artist's book" by its critical methodology and its distribution through traditional publishing venues. The monograph is an instance of a book-length critical work evaluated via a peer-reviewed process and distributed by a scholarly or mainstream publishing house.

Portfolio Exchanges

A portfolio exchange is a unique opportunity allowing participants to disseminate their work in public and private collections. Participants submit an edition of prints, and receive a completed portfolio of all participants' original prints in return. Exchanges are conceived and organized by an expert in the field. Additional portfolios are accepted to various venues for exhibition and/or are acquired by permanent collections.

Professional Articles

These include traditional peer-reviewed articles published in academic journals originating in the print era. Professional articles may also appear in non-traditional venues, such as blogs, online magazines and journals, or podcasts.

Professional Reviews

Writing a review is an influential form of cultural feedback which functions as a social service to inform an audience as well as a creative/scholarly activity. Solicitations to write a review entail an implicit recognition that the reviewer is accomplished and active in their respective field. Additionally, writing a review or having a review written about one's work demonstrates significant audience interest by connecting it with the larger world to establish critical discourse and conversation, endows cultural, scholarly, and/or artistic importance, serves to deepen and develop the recognition work locally, regionally, and nationally, and establishes a meaningful value outside of market forces. Reviews may appear in printed periodicals, news outfits, printed and online magazines and journals, blogs, and podcasts.

Placement of Publications in Collections

Broadsides, books, and other art objects are frequently added to notable collections of national and international book artists. While placement in private collections will be considered evidence toward peer approval, particular emphasis will be set upon the inclusion of creative works in major institutional repositories.

Representation by Specialist Booksellers

Representation by accredited book dealers who specialize in contemporary book arts is an affirmation of evaluation and approval by an acknowledged expert in the field. Since most institutions select artist's books for inclusion in permanent collections through the intermediation of a small group of specialist dealers, the act of being represented by such an expert indicates a notable degree of accomplishment. Having creative work shown by these booksellers leads to prospects for placement in national and international collections and further display, research opportunities, and classroom use.

Scholarly Book Chapters

Like a peer-reviewed article, the scholarly book chapter is often the response to a prompt or call for submissions to address a specific issue of critical inquiry. Frequently, these chapters are solicited by an editor, who may provide the screening or review process in-house.

Appendix C: Sample Letter to Outside Reviewers

[Date]

[Reviewer Name/Rank]

[Reviewer Department]

[Reviewer Institution]

Dear Dr. [Reviewer]:

Thank you for agreeing to review the file of [Candidate Name] in the J. Willard Marriott Library at the University of Utah. [Candidate Name] is being considered for tenure [and/or] promotion to [rank]. [Be very clear about the relevant actions and the time frame. If it's the "up or out" year, you may want to add "tenure in the final year of the probationary period." If you are seeking assessment of progress toward tenure, indicate how many more years until the mandatory review.] [If applicable: [Candidate Name] has received a [#-year] extension of the probationary period. Faculty members are not expected to maintain normal productivity during the leave associate with this extension. Please take this into consideration as you assess their progress.]

Enclosed are [Candidate Name]'s curriculum vitae, a short description of scholarship [not required, but a good idea], as well as the pertinent departmental criteria [required]. We enclose the following examples of [Candidate Name]'s work: [list]. Please evaluate their work in the following areas with which you are familiar:

- 1) Research/Creative activities, including its quality and impact
- 2) Librarianship/Teaching, including its quality and impact
- 3) Service activities, including its quality and impact

The University of Utah allows a candidate the option to waive or retain the right to see letters of evaluation. [Candidate Name] has (or has not) waived the right to review letters pertaining to this action. [If waived:] Your comments may be distilled or summarized for [Candidate Name], but with no information identifying you. The University cannot guarantee confidentiality if a case goes to litigation.

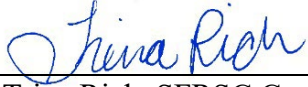
Please state your relationship to the candidate and your credentials (or enclose a brief vita). Please return your letter (on institutional letterhead, if at all possible) no later than _____. Please address your response to [Name], RPT Chair.

Sincerely,

[Note: Do not ask a reviewer to evaluate an area for which you have not sent adequate pertinent information. List only those areas (from list above) which you want the reviewer to evaluate.]

**Appendix D: Senate Faculty Review Standards Committee and Senior Vice
President Notices of Final Approval**

Review Committee Approval:



Trina Rich, SFRSC Committee Secretary

October 29, 2020

Date

Senior Vice President Approval:



Sarah Projansky, Designee

June 16, 2022

Date