

University of Utah Department of Psychology Tenured Faculty Review Statement

Approved by Tenure-line Faculty of the Department: July 6, 2022

Approved by the Dean: August 3, 2022

Approved by the Senate Faculty Review Standards Committee: December 9, 2022

Approved by the Sr. Vice President: December 29, 2022

1. Preamble

A Tenured Faculty Review (TFR) assists faculty members in their careers and enhances each faculty member's contributions to the Department and University. 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 research standing and profile.

Reviews are conducted in accord with the requirements of [Utah Board of Higher Education Policy R481](#) (Post-Tenure Review), University [Policy 6-321](#) (Tenured Faculty Reviews), and this TFR Statement, which has been approved by the Department tenure-line faculty, College Dean, Senate Faculty Review Standards Committee, and cognizant Senior Vice President.

2. Procedures

2.1 Semester of Review

Reviews will be conducted in the Spring Semester.

2.2 Notice to Participants

To ensure that all review participants are adequately informed of the review scheduling, the Department Chair will:

- a. By January 15, provide notice to the departmental TFR Committee of the faculty members due for review each year.
- b. By January 15, provide notice to the faculty member undergoing a review of (1) the file closing date, (2) the information and materials the faculty member is required to submit for the TFR File, and (3) the faculty member's right to submit any additional information they desire the departmental TFR Committee to consider.
- c. At least three weeks prior to the file closing date, provide notice to the

Department's faculty and staff of the scheduled reviews for the year, and notify them of the opportunity to submit signed written statements to be included in the TFR file by the specified file closing date.

- d. If the reviewed faculty member has a shared-appointment agreement with another academic unit (see [Policy 6-303-III-C](#) and [Policy 6-001-III-A](#)), the Department Chair must notify that unit's administrator of the review at least thirty (30) calendar days in advance of the file closing date, giving notice of the TFR Committee meeting date and notice that the unit must submit a report to the Department Chair regarding the faculty member's contributions no more than ten (10) business days after the file closing date.

2.3 TFR File

- a. The faculty member undergoing a TFR Review shall submit the following items:
 1. A current, coherent, and complete curriculum vitae (CV).
 2. A written Personal Statement describing relevant activities and accomplishments, addressing Research, Teaching, and Service, for the period of time since the faculty member's most recent formal RPT or TFR review. The Personal Statement should describe the faculty member's professional development over time and future professional plans.
 3. 2-3 sample publications/examples of research/creative activity
 4. The faculty member may provide any other evidence they choose.
 5. Evidence of teaching effectiveness as detailed in Section b, below.
- b. The Department Chair shall submit the following items by the file closing date:
 1. Course evaluation results for the past five years (developed using the University's approved Course Feedback Instrument and Report, pursuant to [Policy 6-100-III-N](#)).
 2. At least one additional source of information to evaluate the candidate's teaching is required from among the following: (a) peer review of the candidate's syllabi, assignments, and other teaching materials; (b) peer observation of the candidate's course instruction, seminars, workshops, and other public presentations; (d) a teaching portfolio; (e) teaching awards; (f) evaluation of the candidate's teaching performed by personnel from the University's Center for Teaching and Learning Excellence (CTLE); (g) formal evaluations of professional presentations, such as workshops or grand rounds; (h) local or national teaching or

mentoring awards.

3. Prior TFR reports from the previous two TFR Reviews or if only one prior TFR Review exists, the TFR report from the previous TFR Review and all reports from the previous Formal RPT Review; or if no previous TFR Review exists, all reports from the previous Formal RPT Review. In addition to the reports, these materials must include the CV at the time of the prior review(s), any response(s) from the reviewed faculty member, and any report(s) from a shared-appointment unit.
4. Any signed, written documents submitted for purposes of the review by any members of the Department faculty or staff.
5. A written summary of any research, teaching, and/or service contributions by the reviewed faculty member that the Chair is privy to as the administrator of the Department.
6. Evidence of faculty responsibility. 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 reviewed faculty member's file.
7. Any signed, written report submitted by the head of the unit with whom a faculty member's appointment is shared due ten (10) business days after the file closing.
8. External letters may be obtained as part of the review, but it is expected that this will be the exception. The TFR Subcommittee typically will seek external letters when members think there is not sufficient expertise within the department to evaluate the quality of the reviewee's contributions to the field. This may occur if the reviewee is publishing in areas with which the psychology faculty is unfamiliar, when there are diverging opinions between the reviewee and the committee as to the nature of the reviewee's contributions, or when the reviewee is working in an emerging area for which standards of evaluation have not yet formed. As noted, external letters are confidential and therefore will be kept apart from the other information in the candidate's TFR file. If letters are requested as part of a TFR review, the external reviewer selection will follow the procedure defined in the Psychology Retention, Promotion, and Tenure Statement.
9. A member of the TFR Subcommittee will conduct an interview with the reviewee within two weeks after the file closes. The purpose of the

interview is to assist the reviewee by: (a) resolving any discrepancies or lack of clarity within the materials contained in the file; (b) providing the reviewee with an opportunity to provide additional information (e.g., extenuating circumstances for less than optimal performance in any given area); (c) discussing the reviewee's future goals and plans, as articulated in the personal statement and as relevant to the review; (d) identifying any potential barriers or additional resources needed to allow the reviewee to achieve their goals; and (e) identifying accomplishments warranting intramural or extramural recognition that, for example, could be brought to the attention of the administration or utilized in a letter nominating a candidate for an award. During this interview, the reviewee shall decide whether to undergo a regular TFR review, or whether to request an Enhanced Professional Development Consultation Review (which would involve additional feedback about professional goals such as promotion to Professor; see below at 2.7.h).

2.4 Faculty Member's Rights Regarding the TFR File

The reviewed faculty member is entitled to see all contents of the TFR file upon request at any time during the review process except any materials protected by confidentiality. The faculty member may respond to any item in the file by written comment submitted within five (5) business days after the specified file closing date. If the file includes a signed written report from a shared-appointment unit, the faculty member may submit a written response within three (3) business days after receipt of the shared-appointment unit report.

2.5 File Closing

The file shall be closed no later than February 15 which shall be at least ten (10) business days before the TFR Committee meets and prepares its report; unless the reviewed faculty member has a shared appointment, in which case the file closing date shall be at least fifteen (15) business days before the TFR Committee meets and prepares its report. The file shall be made available to the TFR Committee only after the faculty member has responded to or waived their opportunity to respond to any item contained in the file.

2.6 TFR Committee Composition

Per University Policy, all *tenured* faculty members of the department—except for the Department Chair, Dean, and other administrators who are required by the regulations to make their own recommendations—are eligible to serve on the TFR Committee. No member of the TFR Committee may participate in their own review.

The TFR Committee shall elect the TFR Committee Chair and allocate duties as it deems appropriate.

There is a main TFR Committee, which consists of all tenured faculty members. Only members at or above the rank of each reviewed faculty member, however, may vote in that particular review. From the membership of that main Committee there will be formed annually one smaller Subcommittee of at least 3 members approved by the main TFR Committee and assigned to prepare draft reports for all of the reviewed faculty members. The Subcommittee members must be at or above the rank of the reviewed faculty members.

If there are not at least 3 faculty members eligible to serve on the TFR Committee and TFR Subcommittee for a particular reviewed faculty member, the Department will consult with the Dean's Office for guidance regarding the "Small Academic Unit Rule" concept (as described in [Policy 6-303-III-E](#)).

2.7 Department TFR Committee Meeting and Committee TFR Report

- a. The TFR Committee meeting shall take place no later than April 7.
- b. All TFR Committee deliberations and documents are personnel actions and should be treated with confidentiality in accordance with University policy and state and federal law.
- c. Whenever practicable, the Department Chair shall advise all TFR Committee members on leave or otherwise absent of the review and shall request their written opinions in advance of the meeting. Absent members' written opinions shall be disclosed at the meeting and their votes regarding the Committee TFR Report shall be counted and recorded the same as other votes.
- d. By majority vote, the TFR Committee may invite other faculty members, including the Department Chair, to participate in the TFR Committee meeting and discussion of the report. These other participants do not vote.
- e. The TFR Subcommittee will meet to discuss the file and to prepare a draft report reflecting the faculty member's performance in teaching, research, and service. The report should not be based on any single area.
- f. The report shall include a faculty member's accomplishments and opportunities for further improvement. It must include the TFR Committee's overall findings and recommendations. In particular:
 1. The report must include a specific statement of whether the faculty member has made meaningful and sustained contributions such that they are meeting the standards for a tenured faculty member as described below in *Section 3. Criteria and Standards*.
 2. When appropriate, the report should include commendations and/or

strategies and recommendations for improvement of a faculty member's performance.

3. When appropriate, the report should include a timeline for follow-up reviews.
 - g. If the faculty member under review holds a shared appointment, the report shall reflect discussion and consideration of any document submitted by the shared-appointment unit.
 - h. If the faculty member has requested an Enhanced Professional Development Consultation Review, the report shall address the specific professional goals identified by the faculty member for enhanced review. If the faculty member has requested feedback concerning readiness for promotion to Professor, the report shall include comments regarding research, teaching, and service in relation to the department RPT Guidelines.
 - i. The TFR Subcommittee may consult with the faculty member while preparing the report to ensure accuracy of included information or to discuss any contemplated recommendations.
 - j. Following the TFR Subcommittee meeting, the draft report must be shared with all TFR Subcommittee members, and then, if needed, revised based on their review and feedback. If a favorable report is approved by a majority vote of the Subcommittee members, the report, with any such revisions made, will become the Committee's final report.
 - k. If the report of the TFR Subcommittee is not favorable, the draft report will be reviewed by the Full TFR Committee. If the majority of the Full TFR Committee vote that the candidate is not meeting the standards for a tenured faculty member, the draft report will be revised to include a detailed plan for improvement, including specific strategies, timelines (including those for follow-up reviews), and recommendations for improvement of a faculty member's performance.
 - l. The Full TFR Committee's revision of the report will take place as follows. (i) The TFR Subcommittee will invite the reviewed faculty member to consult regarding a plan for improvement. (ii) The TFR Subcommittee will revise the draft TFR report in consultation with the head of the reviewee's area and the Department Chair in regard to feasibility, equity, and resources needed to implement the plan. (iii) The revised draft TFR report will be shared with the Full TFR Committee, and the committee will vote regarding approval. The revised TFR report, including the plan for improvement, will then become the Committee's final report
 - m. The TFR Subcommittee or Committee Chair shall send the Committee TFR

Report to the reviewed faculty member, who has the opportunity but not the obligation to respond in writing within five (5) business days. The Committee TFR Report, and any written response of the reviewed faculty member, will be included in the TFR file.

- n. The TFR Subcommittee or Committee Chair shall then send the TFR file, including the Committee TFR Report and any response from the reviewed faculty member, to the Department Chair and Dean.

2.8 Finalizing a TFR Report

- a. The departmental Committee TFR Report will serve as the Final TFR Report if no party seeks review of the report by the University Promotion and Tenure Advisory Committee (UPTAC).
- b. As provided in Policy 6-321, if the reviewed faculty member, the Department Chair, or the Dean disagrees with the Committee TFR Report, any of these parties may seek review by UPTAC. A party who chooses to seek review must notify UPTAC of that intention within fifteen (15) business days of receipt of the Committee TFR Report. UPTAC procedures and its role in finalizing the TFR report are described in [Policy 6-304](#) and [Policy 6-321](#).

2.9 Action after Final TFR Report

- a. If the faculty member is found to be meeting the standards for a tenured faculty member in the department, the cognizant Senior Vice President will formally acknowledge the evaluation and will consult with the Dean and Department Chair to designate an appropriate recognition for the achievement.
- b. If the faculty member is found not to be meeting the minimum standards required of a tenured faculty member in the department, the Dean and Department Chair, together with designated members of the TFR Committee and other faculty members as needed, shall work with the reviewed faculty member to implement the recommendations of the Final TFR Report.

3. **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 quality of performance (a) in scholarship and research/creative activity; (b) as a teacher; and (c) of service to the University, profession, and public.

The department recognizes that the academic interests and professional contributions of faculty members may evolve as they progress through their careers. It is only because of the protections afforded by tenure that faculty can pursue high-risk high-yield research endeavors or conduct longitudinal studies that yield results only after a number of years have passed. Additionally, faculty may take on important and prestigious leadership roles that require a temporary slow-down in research efforts. For these reasons, tenure inherently implies that future contributions of any given tenured faculty member may take a variety of forms and have a variety of profiles. Because of this diversity of methods and norms, as well as the diversity of methods and norms across different psychology subfields, the assessments of faculty research, teaching, and service in the TFR process should reflect professional judgments that take into account not only the quality and quantity of contributions, but also this larger professional context of the reviewee's contributions.

- C. Diversity is a core value of the University of Utah as expressed in the University's Mission Statement. In addition, as articulated in the 2025 Strategy Refresh, the University defines equity, diversity, and inclusion (EDI) as key elements of research/creative activity, teaching, and service. This Department shares this mission and these values. The Department strives to take an active role in promoting EDI through (1) coordinated institutional investment in translating our EDI values into concrete behaviors, (2) critical self-evaluation of implicit and explicit practices regarding EDI issues, and (3) strategies to promote success for faculty, students, and staff who are currently or have been historically marginalized or underserved.
- D. In order to make meaningful and sustained contributions, a tenured faculty member in the department must:
 - 1. Contribute to the research mission of the University through engagement in a sustained research/creative activity program, which includes some or all of the following but is not limited to:
 - a. Research is programmatic, cumulative, and independent.
 - b. Research is of high quality, as evidenced by publications in respected outlets (e.g., ISI journals or other well-regarded academic venues), high rate of citations, awards, or other relevant achievements.
 - c. Research is sustained and ongoing
 - 1. Typically characterized by approximately 3 to 5 peer-reviewed scholarly works published or accepted in the review period, or evidence of clear and substantial progress toward the likely publication of a significant scholarly product (e.g., a new book or monograph).
 - i. The specific number of required publications will

depend on quality and author contribution, with fewer publications required for high-quality first/second author contributions. First-authored papers by undergraduate or graduate students will be seen as equivalent to first-authored publications given the supervision required.

- d. Additionally, any of the following efforts can provide evidence of sustained and ongoing research aside from the mere number of publications:
1. Research activities that are particularly effort-intensive, such as but not limited to pre-registered studies, longitudinal studies, studies requiring data collection that poses disproportionately unique challenges (e.g., unique and rare populations, intensive measurements)
 2. Publications of demonstrable quality that are particularly effort-intensive, such as but not limited to authored books, multi-study articles, and edited books
 3. Peer-reviewed publications other than scholarly journal essays or books, such as books chapters and conference proceedings
 4. Publications that have had especially high impact (through scholarly or applied channels)
 5. Dissemination avenues that are effort-intensive but do not result in a peer-reviewed publication, such as but not limited to invited keynote addresses, workshops, and public education campaigns
 6. Demonstrable activities to develop new skill sets or lines of research, or innovative high-risk projects
 7. Multiple peer-reviewed conference presentations
 8. Sustained pursuit of extramural funding or being in receipt of a major extramural grant as a PI or similar role, or cumulative contributions to multiple grants as a co-investigator or investigator
 9. Sustained research activities with students that result in enhanced student experiences, such as local and/or national

conference presentations

10. Sustained research activities that result in support and promotion of underrepresented students and/or communities.
 11. Some combination of contributions from the above categories that would cumulatively be equivalent to being recognized as a reasonable offset to the publication expectations.
2. Make sustained contributions to the teaching mission of the Department and University through engagement in course instruction, curriculum/program development, and student advising and mentoring, which includes some or all of the following but is not limited to:
- a. Course Instruction: The quantity of course instruction corresponds to the number of courses dictated by the reviewee's contract and the department workload policy, or corresponding to some other teaching arrangement with the Department Chair. Course instruction must meet at least 2 of the following criteria:
 1. Adequate student satisfaction (as evidenced by student Course Feedback Forms indicating overall agreement with key positive aspects of instructor and course quality across the review period)
 2. Adequate teaching effectiveness (as judged by peer review of syllabi, class assignment, and classroom observation conducted by departmental peers who are not members of the TFR committee)
 3. Adequate teaching effectiveness (as judged by a review conducted by CTLE, if requested by the reviewee)
 4. Evidence of students meeting learning goals within courses and as shown by departmental standards (<https://psych.utah.edu/undergraduate/index.php>)
 5. Other evidence of teaching quality (e.g., local or national teaching awards)
 6. Evidence of implementation of universal access practices in teaching to increase inclusion and accessibility
 - b. Curriculum and Program Development: Active and constructive

participation in the area's and the department's discussions of curriculum development and other related programmatic issues, either through in-person attendance or by submitting materials to be considered during meetings.

1. Examples of these kinds of contributions include, but are not limited to:

- i. participating in area and departmental discussions of curricula
- ii. development and teaching of new and novel courses
- iii. publication of textbooks or other teaching materials
- iv. development of training programs
- v. updating and diversifying curricula to promote equity, diversity, inclusion, and access.

c. Advising and Mentoring: At least one of the following must be met during the review period.

1. Advising (or co-advising) or mentoring (or co-mentoring) of at least one graduate student, undergraduate student (e.g., Honors, UROP, Solutions Scholars, or certificate studies program project), or postdoctoral fellow.
2. Participation on at least 3 dissertation, master's, or preliminary exam committees across the review period.
3. Mentoring and advising activities not otherwise credited that provide students with additional faculty interactions (e.g., regular workgroups, clinical practice, Psi Chi presentations)
4. Other atypical contributions that are recognized by the department as important and meaningful.
5. Some combination of contributions from the above categories that would cumulatively be equivalent to being recognized as a reasonable offset to the teaching expectations

3. Provide sustained service contributions to the profession, the University,

and/or the public, which includes some or all of the following but is not limited to:

- a. Active and constructive participation in committee assignments as delegated by the chair
- b. Consistent contributions to faculty shared-governance activities, including either regular attendance at department meetings (in person or electronically) or by submitting comments or materials to be considered at meetings
- c. Consistent contributions to area-specific (i.e., clinical, developmental, CNS, social) meetings or trans-departmental interest groups (e.g., health, quantitative)
- d. Participation in local and national service (includes at least one during the review period)
- e. Leadership roles
 1. Search Committee chair, chairing national committee, conference program chair etc.)
 2. Journal peer review roles (e.g., Consulting Editor, Associate Editor, Editor-in-Chief, editorial board)
 3. Membership on grant review panels
 4. Community outreach activities (e.g., media, outreach events)
 5. Serving as a peer-reviewer (e.g., conducting at least 2 reviews per year)
 6. National or international committee work
 7. Participation on a grant review panel
 8. Internal or external program reviewer for the University
 9. Serving as an external reviewer for RPT reviews at another university
 10. Serving as a candidate-selected file reviewer for RPT/TFR file preparation

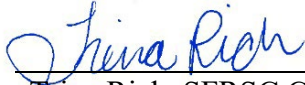
11. Participation in additional local service roles (e.g., search committees, working groups etc.)
12. Activities that promote EDI such as service on the departmental Diversity Committee, college EDI Committee, or relevant community outreach

4. Relationship to Other Processes

In the course of any review of a tenured faculty member, if an issue arises under the Code of Faculty Rights and Responsibilities ([Policy 6-316](#)), such as an issue that is appropriate for consideration by the University's Office of Equal Opportunity and Affirmative Action ([Policy 1-012](#)), the Senate Committee on Academic Freedom and Faculty Rights ([Policy 6-010](#)), or the Senate Consolidated Hearing Committee ([Policy 6-011](#)), that issue should proceed as is appropriate under the relevant Policy. If a case is referred to or a complaint filed with one of these bodies, those entities may request that the tenured faculty review process be suspended until the matter is resolved.

Appendix A: Notices of Final Approval of TFR Statement

Review Committee Approval:

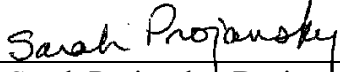


Trina Rich, SFRSC Committee Secretary

December 9, 2022

Date

Senior Vice President Approval:



Sarah Projansky, Designee

December 29, 2022

Date