

Version 2023

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**{Preparation Notes.** *Prep-Notes guide a department while drafting or revising an RPT Statement. The cognizant Office for Faculty will delete these Notes after the Senate Faculty Review Standards Committee (SFRSC) and the Senior Vice President (SVP) have approved the Statement.*

**Prep-Note 1.** *Yellow highlighting indicates where a department must or may (as indicated) fill in information specific to their department. Green highlighting indicates where a department must choose between the options provided.*

**Prep-Note 2.** *The Department should not change Template text, except where yellow and green highlighting indicate otherwise. If a department makes other changes, the SFRSC or cognizant SVP may return the Statement to the Department for further revision. Recommendations for improvements in the Template are welcome, however, and may be incorporated into a subsequent Template revision.*

**Prep-Note 3.** *Because a department within a multi-department college is the most common form of academic unit, the Template refers to the academic unit as “Department.” For such departments, simply leave the term “Department” intact (even if multiple departments are adopting the same Statement, because the Department is the relevant unit for these RPT procedures). For a single-department college or a school or division, the various references to “Department” and “Department Chair” should be changed accordingly (i.e., “Department” to “College,” “School,” or “Division”; and “Department Chair” to “Dean,” “School Director,” or “Division Chair”).*

**University of Utah**  
**Department of \_\_\_\_**  
**College of \_\_\_\_**

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

Approved by Department Tenure-Line Faculty: [date]

Approved by College Dean: [date]

Approved by Senate Faculty Review Standards Committee: [date]

Approved by cognizant Senior Vice President: [date], to become **effective on [July 1, YEAR].**

### **Preface**

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

*{Prep-Note 4. Word software generates the TOC automatically, based on embedded code. Ordinarily, a department will not need to modify headings. If an additional sub-section is truly necessary, please maintain the first-level (and ideally second-level) heading and insert a new sub-section with the appropriate Word TOC heading code.}*

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## 1. Effective Date and Application to Existing Faculty

Any candidate appointed to a tenure-line faculty position on or after the effective date shown on page 1 will be considered under this Statement.

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

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

## 2. Informal and Formal Reviews Schedule

### 2.1 Length of Probationary Period and Schedule of Reviews

#### a. Probationary period

The probationary period for a candidate appointed at the rank of *Assistant Professor* is **six** OR **seven** years. The probationary period for a candidate appointed without tenure at the rank of *Associate Professor* or *Professor* is *five* years.

#### b. Reviews schedule

*{Prep-Note 5. A department chooses the number of and schedule for mid-probationary formal retention reviews. This Template strongly encourages a department to adopt a single formal mid-probationary retention review, but this is not required by policy. If a department chooses a 7-year period, this Template suggests a single formal retention review at the 4th year. If a department chooses a 6-year period, it must then also choose whether a single formal retention review occurs in the 3rd or 4th year.}*

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

[A candidate with a six-year probationary period undergoes one formal mid-probationary retention review in the *third* year.] {Select Option A1 in Table 1}

OR

[A candidate with a six-year probationary period undergoes one formal mid-probationary retention review in the *fourth* year.] {Select Option A2 in Table 1}

OR

[A candidate with a seven-year probationary period undergoes one formal mid-probationary retention review in the *fourth* year.] {Select Option B1 in Table 1}

OR

[A candidate with a seven-year probationary period undergoes two formal mid-probationary retention reviews in the *third* and *fifth* years.] {Selection Option B2 in Table 1}

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

**Table 1: Reviews Schedule**

Rank at Appointment	Year of Informal Review	Year of Formal Review
Assistant Professor	<p>[Option A1] 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, 5<sup>th</sup></p> <p>[Option A2] 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 5<sup>th</sup></p> <p>[Option B1] 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, 6<sup>th</sup></p> <p>[Option B2] 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup></p>	<p>3<sup>rd</sup>, 6<sup>th</sup></p> <p>4<sup>th</sup>, 6<sup>th</sup></p> <p>4<sup>th</sup>, 7<sup>th</sup></p> <p>3<sup>rd</sup>, 5<sup>th</sup>, 7<sup>th</sup></p>
Associate Professor or Professor (without tenure)	1 <sup>st</sup> , 2 <sup>nd</sup> , 4 <sup>th</sup>	3 <sup>rd</sup> , 5 <sup>th</sup>

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

**c. Shortening the probationary period**

A candidate may request an early tenure review by following the procedures provided for in University Regulations. Because early reviews require a candidate either to have qualifying prior service or to have made extraordinary progress toward tenure, few requests are made, and few are granted. Candidates should consult with the Department Chair, Dean, and senior colleagues before requesting an early tenure review (see Policy [6-311](#)).

**d. Extending the probationary period**

If the candidate has had an authorized extension of the probationary period per University Regulations, the years of the mid-probationary formal retention review and the final review for tenure shall be adjusted accordingly. Regardless of an extension of a candidate’s probationary period, the Department shall conduct an informal review in any year in which a formal review is not held (see Policy [6-311](#)).

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

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

tenure-track faculty member may be promoted to Associate Professor, without the concurrent granting of tenure.

### 2.3 Request for Promotion to Rank of Professor

[The Department does not require any minimum number of years subsequent to the granting of tenure or promotion to Associate Professor before a candidate may request a review for promotion. In most cases, however, a candidate requests review for promotion to the rank of professor after the first Tenured Faculty Review (TFR), which occurs five years after tenure is achieved (see Policy [6-321](#)).]

OR

[The Department requires a minimum of [#, 5+] years subsequent to the granting of tenure or promotion to Associate Professor before a candidate may request a review for promotion. Therefore, such reviews follow the first Tenured Faculty Review (TFR), which occurs five years after tenure is achieved (see Policy [6-321](#)).]

### 2.4 Relationship to other Processes

In the course of any review of a tenure-line faculty member, if an issue arises that is governed by other university regulations, such as the Code of Faculty Rights and Responsibilities (Policy [6-316](#)), or 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 faculty review process be suspended until the matter is resolved; otherwise, the review proceeds based on the criteria, standards, evidence, and evaluation processes as articulated in this Statement.

## 3. RPT Criteria, Standards, Evidence, and Evaluation

*{Prep-Note 6. To indicate the many types of research activities engaged in by our faculty, this Template uses the phrase "research/creative activity," which should be suitable for most departments. Subject to approval, a department may replace "research/creative activity" with phrasing more appropriate to the department.}*

The University and this Department determine a faculty member's tenure status and rank based on assessment of achievements in the three functions of tenure-line faculty members, referred to as *criteria* in University Regulations: (1) research/creative activity, (2) teaching, and (3) service.

Summary ratings of performance in each of these three areas serve as the *standards* set for retention, promotion, and tenure. [University Regulations identify a three-level scale of standards for evaluating performance: *excellent*, *effective*, and *not satisfactory*.] OR [As permitted by University Regulations, this Department uses a four-level scale of standards for evaluating performance: *excellent*, *very good*, *effective*, and *not satisfactory*.]

The standards and means of evaluation for each criterion for retention, for tenure, and for promotion to each rank are listed below. Evaluations of a candidate's performance are based on the *evidence* provided in the RPT file, as described in subsequent sections.

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

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

*{Prep-Note 7. Here, a department may add detail regarding how the discipline(s) value equity, diversity, and inclusion. In addition, below in sections 3.1, 3.2, 3.3, and/or 3.4, and where appropriate to the discipline, a department may add detail regarding the standards and evidence it uses to evaluate equity, diversity, and inclusion in research/creative activity, teaching, and/or service. This Template strongly encourages a department to add detail here and at minimum in 3.3 (teaching) and 3.4 (service).}*

### 3.1 Summary of RPT Standards for all Criteria

**Sustained:** In the context of this Statement, “sustained” means that the candidate has made contributions over time. While quantity and quality of teaching, research/creative activity, or service output may vary from year to year, as a whole the candidate demonstrates continued contributions to research/creative activity, teaching, and/or service.

**Retention:** A candidate for retention must demonstrate *reasonable potential* for meeting the standards established for tenure. **{May add detail}**

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

*{Prep-Note 8. A department may choose to adopt **higher** tenure or promotion standards, so long as they are attainable, and so long as there is a clear difference between the standards for tenure and the standards for promotion to professor.}*

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

OR

[A candidate for tenure must achieve ratings of *excellent* in either research/creative activity or teaching, at least *sustained effectiveness* in the other, and at least *effectiveness* in service.]

OR

[A candidate for tenure must achieve ratings of *excellent* in either research/creative activity or teaching, at least *very good* in the other, and at least *effectiveness* in service.]

{May add detail}

Professor: [A candidate for promotion to this rank must achieve ratings of *sustained excellence* in research/creative activity resulting in a national and international reputation in their field, *sustained excellence* in teaching, and at least *sustained effectiveness* in national/international professional service and university and/or public service.]

OR

[A candidate for promotion to this rank must achieve ratings of *sustained excellence* in research/creative activity resulting in a national and international reputation in their field, at least *very good* in teaching, and at least *sustained effectiveness* in national/international professional service and university and/or public service.]

OR

[A candidate for promotion to this rank must achieve ratings of *sustained excellence* in research/creative activity resulting in a national and international reputation in their field, *sustained excellence* in teaching, and *excellence* in national/international public service and university and/or public service.]

{May add detail}

The evidence must demonstrate sustained professional growth and leadership in research/creative activity, teaching, and service in the years following the granting of tenure and promotion to or appointment at the rank of Associate Professor.

### 3.2 Evaluation of Research/Creative Activity

Evaluation of a candidate's research/creative activity reflect professional judgments about both the quality and quantity of research/creative activity and its relevance to the academic community and the professional context of the candidate. The characteristics of productive research/creative activity may differ depending on the candidate's area(s) of specialization and professional goals.

#### a. Description of research/creative activity and evidence to be evaluated

{In this section, a department should describe clearly and concisely (1) types of research/creative activity in the discipline(s) and (2) the types of evidence to be evaluated.}

*{Prep-Note 9. Key here is that a department must describe the **kinds of indicators (evidence)** that will be evaluated with sufficient clarity to inform RPT candidates and guide RPT reviewers, including RPT reviewers outside of the discipline. See [Policy 6-303\(III\)\(A\)\(2\)\(b\)\(i\)](#). This Template encourages a department to name and define research/creative activities and evidence to be evaluated succinctly. Because changes occur in disciplines over time, this Template discourages a department from indicating specific quantities of work required.*

*Prep-Note 10. To help a department develop the description of research/creative activity and evidence, this Template recommends that a department consult [recently approved RPT statements](#) from other departments in aligned disciplines.*

*Prep-Note 11. This Template recommends that a department include descriptions of equity, diversity, and inclusion in its definition of research/creative activity and/or evidence (see Prep-Note 7). For sample language, see [recently approved RPT statements](#) and the [Preparation Guidance](#) included at the end of this Template.*



**Prep-Note 12.** The University values a wide-range of significant accomplishments that contribute to successful research/creative activity, such as, but not limited to, **community-engaged research/creative activity, international research/creative activity, interdisciplinary research/creative activity, and technology transfer.** This Template recommends that a department include descriptions of these types of research, as relevant to its discipline(s), in its definition of research/creative activity and/or evidence. For sample language, see [recently approved RPT statements](#) and the [Preparation Guidance](#) included at the end of this Template.}

**b. Research/creative activity funding**

**{Prep-Note 13.** University Regulations require that the RPT Statement provide a clear description of any expectations a department will apply in RPT reviews for candidates to seek and/or obtain funding. The following three versions should fit the circumstances of most departments, but if necessary a department may propose a more suitable description for consideration by the SFRSC and cognizant SVP. Please include any variations of requirements for retention, promotion (associate professor or professor), and/or tenure.}

[The Department expects a candidate to demonstrate the ability to sustain a research/creative activity program, including supporting a sufficient number of graduate students in conjunction with the research/creative activity, as well as maintaining research/creative activity operations over a career. As a result, demonstrated ability to *acquire, sustain, manage, and expend* external funding to support research/creative activity is an important indicator of a candidate's performance in research/creative activity endeavors.] {May add detail}

OR

[External funding to support research/creative activity is valued by the University and this Department and supports the mission of the University. A candidate for retention or tenure must therefore demonstrate either success in acquiring funding to sustain a research/creative activity program or significant efforts to obtain such funding with realistic strategies for success in acquiring funding in the future. A candidate for promotion to Professor must demonstrate success in acquiring funding to sustain a research/creative activity program.] {May add detail}

OR

[External funding to support research/creative activity is valued by the University and this Department and supports the mission of the University. All efforts to obtain such funding contribute positively to a candidate's performance in research/creative activity.] {May add detail}

**c. Summary rating scale for research/creative activity**

Ratings on the [three-point] OR [four-point] scale below reflect the Department's consideration of quantity and quality of research/creative activity as described above.

*Excellent:* The candidate has made substantial and impactful 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. {May add detail}

[*Very Good:* The candidate has made substantial 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.] {May add detail}

*Effective:* The candidate has made acceptable 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 and suggest that eventual contributions will be substantial and impactful. {May add detail}

*Not Satisfactory:* The candidate has made insufficient contributions in research/creative activity. {May add detail}

### 3.3 Evaluation of Teaching

Within the University system, the term *teaching* refers to the following [three] or [four] components: (i) regularly scheduled course instruction; (ii) curriculum and program development; [and] (iii) mentoring and advising of students, which includes directing undergraduate and/or graduate student work[; and (iv) other teaching activities, specific to this Department].

Across these components, this Department values teaching activities that explicitly incorporate and address equity, diversity, and inclusion. {The Department should add a description of equity, diversity, and inclusion work in teaching in the discipline. For sample language, see [recently approved RPT Statements](#) and the [Preparation Guidance](#) included at the end of this Template.}

*{Prep-Note 14. A department might also choose to address issues such as **community engagement, international perspectives, interdisciplinarity, technology transfer, or other approaches relevant to their department. For sample language, see [recently approved RPT statements](#) and the [Preparation Guidance](#) included at the end of this Template.***}

#### a. Description of teaching activity and evidence to be evaluated

The Department shall base its evaluation of the candidate's teaching on the following sources of information: (a) the candidate's description of teaching philosophy, as included in a personal statement; (b) peer review of the candidate's syllabi, assignments, and other teaching materials; (c) peer observation of the candidate's course instruction, seminars, workshops, or other public presentations; (d) information from Course Feedback Forms; and (e) Student RPT Advisory Committee (RPT-SAC) report(s). {May add detail}

The candidate may choose to submit additional information about teaching, including, for example, teaching awards or any evaluation of the candidate's teaching done by personnel from the University's Martha Bradley Evans Center for Learning Excellence (CTE).

When evaluating teaching, reviewers must consider all sources of teaching information included in the file.

#### i. Course Instruction

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

#### ii. Curriculum and program development

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

### **iii. Student advising and mentoring**

Undergraduate and graduate student advising and mentoring generally take place outside of the classroom. Activities in this area include (a) general student advising and mentoring, (b) chairing and serving on graduate student committees, (c) directing undergraduate research/creative activity or thesis projects, and (d) including students in research/creative activity and/or as co-authors in scholarly work. {May add detail}

### **iv. Other teaching activities**

*{Prep-note 15. Here, a department may choose to describe additional types of teaching that are specific to their discipline(s) and yet are not easily incorporated by adding detail to one of the above categories.}*

#### **b. Summary rating scale for teaching**

Ratings on the [three-point] OR [four-point] scale below reflect the Department's consideration of the [three] OR [four] aspects of teaching described above.

*Excellent:* The candidate has made substantial and impactful contributions in areas of course instruction, curriculum/program development, [and/or] student advising and mentoring[, and/or other teaching activities]. {May add detail}

[*Very Good:* The candidate has made substantial contributions in areas of course instruction, curriculum/program development, [and/or] student advising and mentoring[, and/or other teaching activities.] {May add detail}

*Effective:* The candidate has made acceptable contributions in teaching. The candidate shows sufficient progress in the areas of course instruction, curriculum/program development, [and/or] student advising and mentoring[, and/or other teaching activities] to suggest that the eventual contributions in these areas will be substantial and impactful. {May add detail}

*Not Satisfactory:* The candidate has made insufficient contributions in teaching. {May add detail}

### **3.4 Evaluation of Service**

#### **a. Description of service activity and evidence to be evaluated**

Evaluations are made with respect to three areas of service: (i) professional service, (ii) University service, and (iii) public service. It is not necessary for a candidate to participate equally in all three service areas. Participation to varying degrees in the three service areas typically reflects the strengths and interests of individual faculty members.

In addition, this Department values service activities that explicitly incorporate and address equity, diversity, and inclusion. {A department should add a description of equity, diversity, and inclusion in service in the discipline. For sample language, see [recently approved RPT Statements](#) and the [Preparation Guidance](#) included at the end of this Template.}

*{Prep-Note 16. A department might choose to address **community engagement, international perspectives, interdisciplinarity, technology transfer, or other approaches relevant to their department.** For example language, see [recently approved RPT statements](#) and the [Preparation Guidance](#) included at the end of this Template.}*

**i. Professional service**

Professional service primarily takes place at a national or international level. This service may be oriented toward professional organizations, and it includes activities such as holding office; participating in the organization or operation of conferences; attending professional meetings; serving as chair, discussant, or reviewer for presentations at professional meetings; serving on various professional committees, panels, or boards (e.g., accreditation boards); and presenting professional workshops. Professional service contributions may also include serving as editor, associate editor, editorial review board member, or regular reviewer for scholarly or professional journals, reviewing book proposals, book manuscripts; and reviewing grant proposals for national funding agencies (e.g., National Science Foundation or Spencer Foundation). {A department may add activities important to a particular discipline, if not covered by the list above.}

**ii. University service**

This category includes service to the Department, College, and overall institution. A candidate's shared-governance activities at any of these levels (e.g., charring and/or serving on standing and *ad hoc* committees, councils, and task forces or serving in administrative positions) are examples of University service contributions. {A department may add activities important to a particular discipline, if not covered by the list above.}

**iii. Public service**

This category includes service related to the candidate's area of expertise in various local, regional, national, and international public settings and may take many forms, e.g., serving on boards and committees for governmental and/or non-profit organizations, or consulting with and/or providing direct service to community agencies as appropriate within University guidelines. {A department may add activities important to a particular discipline, if not covered by the list above.}

**b. Summary rating scale for service**

Ratings on the [three-point] OR [four-point] scale below reflect the Department's consideration of service contributions in the three areas described above.

*Excellent:* The candidate has made substantial and impactful contributions to the profession, the University, and/or the public. {May add detail}

[*Very Good*: The candidate has made substantial contributions to the profession, the University, and/or the public.] {May add detail}

*Effective*: The candidate has made acceptable contributions in service. The candidate shows sufficient commitment to service in at least one area, suggesting that the eventual contributions of the candidate will be substantial and impactful. {May add detail}

*Not Satisfactory*: The candidate has made insufficient contributions in service. {May add detail}

## 4. RPT Procedures

### 4.1 Participants

The following are the participants in RPT reviews:

- a. **Candidate.** The faculty member under review for retention, promotion, tenure, or tenure and promotion.

b. **Department Chair.** The administrative head of the Department.]

OR

b. **Dean.** [The administrative head of the College, who for a single-department college has the specific RPT responsibilities Policy [6-303](#) prescribes for a department chair.]

c. **Student RPT Advisory Committee (RPT-SAC).** A committee of undergraduate [and graduate] student representatives in the Department. The RPT-SAC shall have [#, 3+] members, [elected by their peers] OR [appointed by the Department Chair]. The RPT-SAC shall elect its own Chair.]

OR

c. **Undergraduate Student RPT Advisory Committee (RPT-USAC) and Graduate Student RPT Advisory Committee (RPT-GSAC).** The RPT-USAC is a committee made up of representatives of undergraduate students in the Department. The RPT-GSAC is a committee made up of representatives of graduate students in the Department. Each Committee shall have [#, 3+] members, [elected by their peers] OR [appointed by the Department Chair]. The RPT-SACs shall elect their own Chairs.]

d. **Peer Teaching Reviewers.** Peer Teaching Reviewers are tenured faculty members who write peer teaching review reports based on both review of teaching materials and observation of teaching.

e. **Shared-Appointment Unit.** This is another academic unit of the University, in which an RPT candidate under review currently has substantial responsibilities, but in which they do not hold a tenure-line position (see University Policies [6-001](#) and [6-300](#)).

*{Prep-Note 17. In the paragraph below, a department should include “(or commensurate experience)” only if the category regularly applies to the discipline (e.g., College of Architecture + Planning, College of Fine Arts).}*

- f. **External Evaluators.** These experts from outside the University of Utah evaluate the candidate’s research/creative activity. Each external evaluator must have a demonstrated record of excellence in the candidate’s field, and must hold the same or higher faculty rank [at a research institution] AND/OR [(or commensurate experience)] as that for which the candidate is being considered in this review or the next promotion review. An external evaluator shall not be a family member, the advisor or mentor of the candidate, or a close collaborator. A candidate will have the opportunity before evaluations are solicited to identify these relationships and any conflicts with any other potential evaluators, all of whom shall be excluded from the list of potential external evaluators.
  
- g. **Department RPT Advisory Committee (DAC).** Voting membership of the DAC is determined by University Regulations for each specific RPT action. Per University Policy, tenured faculty members vote on a recommendation for retention or tenure, and tenure-line faculty members at the same or higher rank vote on a recommendation for promotion-in-rank.
  
- h. **Department RPT Advisory Committee Chair.** The Chair of the DAC is a tenured member of the Department faculty, elected annually during the Spring Semester, by majority vote of all tenure-line faculty.
  
- i. **Secretary.** The DAC Chair will assign a Secretary. [The Secretary for each candidate prepares a report of the Committee meeting regarding the assigned candidate.] OR [The Secretary prepares a report of the Committee meeting for each candidate.]
  
- j. **Ad Hoc Subcommittee.** This subcommittee prepares an Ad Hoc Subcommittee report about an RPT candidate for consideration by the DAC. The Chair of the DAC, [in consultation with the candidate] [appoints the Subcommittee Chair and its other members (total of [#, 1+] for an informal review and [#, 1+] for a formal review)] OR [assigns an individual member of the Department RPT Advisory Committee to oversee completion of the candidate’s file for the formal review process and to write the Ad Hoc Subcommittee report]. The members are tenured and qualified by rank to vote on the DAC’s recommendations regarding the candidate.]
  
- k. **Mentor.** A tenured faculty member who advises and supports the candidate. At minimum, the mentor participates in the informal reviews and should maintain a mentorship relationship with the candidate throughout the probationary period. [The Department will assign a mentor for the candidate.]

## 4.2 Informal Review Procedures

- a. **Purpose of informal reviews**

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

**b. First-year informal review**

The first-year informal review is conducted during the Spring Semester to assess achievement in research/creative activity, teaching, and service, and to provide advice and mentorship to the candidate. The [Department Chair] OR [DAC Chair] shall review the candidate's CV, research/creative activity, Course Feedback Forms, syllabi, and service, and shall meet with the candidate to discuss the review and any problems with research/creative activity, teaching, or service. [The DAC Chair] OR [The Candidate's Mentor] OR [The DAC Chair and the Candidate's Mentor] shall also attend the meeting.] The [Department Chair] OR [DAC Chair] shall then prepare a brief written report copied to the candidate and placed in the RPT file. Within five (5) business days, the candidate may submit a written response to the report to the Department Chair, who shall add it to the RPT file.

**c. Informal reviews after the first year**

Normally by August 30, the candidate shall submit the following materials to the Department Chair, who will add them to the file: (1) a CV; (2) a personal statement that includes the candidate's current activities and progress and accomplishments to date, research/creative activity agenda, teaching philosophy, and future plans in research/creative activity, teaching, and service; (3) copies of publications/creative works; and (4) course syllabi. The candidate may choose to submit (5) relevant supplementary material, such as course feedback forms from other institutions (see [Appendix A](#)).

The Department Chair will add to the file Course Feedback Forms from University of Utah courses. The Department Chair will also add to the file any appropriate materials regarding evidence of faculty responsibility (see [Appendix A](#)).

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

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

*{Prep-note 18. The Department should choose one of the following options regarding the use of an ad hoc subcommittee.}*

*{Option 1: If a department is opting for an ad hoc subcommittee.}*

[The DAC Chair will appoint [the members of the Ad Hoc Subcommittee] OR [an individual Committee member] to review the candidate's file, [meet with the candidate,] and write an Ad Hoc Subcommittee report that summarizes the candidate's progress toward meeting RPT expectations. The DAC Chair will add the report to the RPT file and provide a copy to the candidate. [Within five (5) business days, the candidate may provide a response to the report, submitted in writing to the DAC Chair, who will add it to the file.]

The DAC shall meet to discuss the file and the Ad Hoc Subcommittee report, [as well as any response of the candidate,] and agree on feedback to be provided to the candidate. The DAC Chair shall ensure that a summary report of the meeting is prepared and place the following items in the candidate's file: (1) the Ad Hoc Subcommittee's report [(including any response of the candidate)] and (2) the summary report of the DAC's meeting.

After studying the candidate's file, the Department Chair shall add a report to the file. The candidate may provide a written response to the reports within five (5) business days, which the Department Chair shall place in the file. After the informal review, [the Department Chair] AND/OR [the DAC Chair] AND/OR [the Mentor] AND/OR [a member of the Ad Hoc Subcommittee] shall meet with the candidate to discuss the reports, as well as the candidate's progress toward tenure. The informal review normally concludes at this point.]

*{Option 2: If a department is not using an ad hoc informal review report.}*

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

*{Prep-Note 19. This Template recommends that a department develop instructions and a template for their informal review DAC report, as well as for their Ad Hoc Subcommittee report (if relevant).}*

#### **d. Triggering formal retention reviews**

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



### 4.3 Formal Review Procedures

A mid-probationary formal retention review, a triggered formal retention review, a formal tenure review, and a formal promotion review (either to Associate Professor or to Professor) follow the same format, [except that external evaluators are not included for mid-probationary formal reviews] OR [except regarding how many external evaluators are included (see external evaluators section below)] OR [except that external evaluators are not included for mid-probationary formal reviews and except regarding how many external evaluators are included (see external evaluators section below)].

#### a. Department Chair responsibilities

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

*Assigning Peer Teaching Reviewers.* No later than February 1, the [Department Chair] OR [DAC Chair] shall select at least two Peer Teaching Reviewers, and then ensure that each Reviewer submits a Peer Teaching Review report no later than the file closing date to the [Department Chair] OR [DAC Chair], who shall add the Peer Teaching Review reports to the candidate's file.

*Soliciting External Evaluations.* Normally by June 1, the Department Chair will send potential external evaluators a standard solicitation letter, including notification of whether the candidate has waived the right to see the evaluations, and will provide a copy of this approved RPT Statement. External evaluators shall be asked to submit their evaluations no later than the file closing date.

*Inviting interested parties to comment.* At least three weeks prior to the convening of the DAC, and at least two weeks prior to the file closing date, the Department Chair shall invite any interested faculty and staff members in the Department to submit, by the file closing date, signed written recommendations for the file of any candidate they so choose, with specific reasons for each recommendation. {May add detail regarding the typical use or purpose of these recommendations}

*Notifying and training the [RPT-SAC] OR [RPT-USAC and RPT-GSAC].* At least three weeks prior to the closing of the file, the Department Chair shall notify the college's ASUU Student Senator and the Department [RPT-SAC] OR [RPT-USAC and RPT-GSAC] of the upcoming review, provide the file closing date as the due date for the [report] OR [reports], and ensure training for all RPT-SAC members. Training shall include, but not be limited to the University-provided RPT-SAC training module. The University-provided training module combined with Department and/or College training shall cover, but need not be limited to, the process for and importance of student input into the RPT process, teaching expectations under the departmental

RPT Statement, and recognition of unconscious bias. The Department Chair shall also provide the [RPT-SAC] OR [RPT-USAC and RPT-GSAC] with a copy of the University's form for RPT-SAC reports. After the [RPT-SAC] OR [RPT-USAC and RPT-GSAC] [has] OR [have] completed training, the Department Chair shall provide the [RPT-SAC] OR [RPT-USAC and RPT-GSAC] members with the candidate's relevant teaching-related materials (including at least two different forms of evidence).

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

### **b. Peer Teaching Reviewers**

Peer Teaching Reviewers observe teaching (ideally in the spring semester preceding the formal review) and then write peer teaching review reports based on those observations as well as review of teaching materials.

*{Prep-Note 20. This Template recommends that a department develop instructions and a template for their peer teaching review reports.}*

### **c. External Evaluators**

*{Prep-Note 21. This Template recommends that units require the collection of five (5) or more external evaluations for tenure, promotion, and tenure and promotion reviews. This recommendation is made so that if there is difficulty with any particular external evaluation, there are still sufficient external evaluations available in order to understand the larger academic community's perspective on the candidate's research/creative activity. Policy 6-303 requires a minimum of three (3) external evaluations, and this Template recognizes that smaller disciplines may have difficulty identifying a larger number of external evaluators. Hence, units may require the collection of three (3) or four (4) external evaluations (rather than the recommended five (5)+), if appropriate to their discipline. If five (5) or more external evaluations are requested, the unit should consider the proportion of evaluators from both the candidate's and unit's list.}*

The candidate must provide a list of [# , 5+] potential external evaluators and provide any information about potential conflicts by June 1. [The Department Chair] OR [The DAC Chair], after consulting with the [DAC Chair] OR [Department Chair] [and the Ad Hoc Subcommittee Chair] OR [and the individual selected to oversee the candidate's file], and considering the list of potential evaluators submitted by the candidate as well as any information about any conflicts, will obtain no fewer than [# , 3+] external evaluations for each formal tenure review and each formal promotion (either to Associate Professor or to Professor) review.

*{Prep-Note 22. University Policy does not require external evaluators for Formal Retention Reviews, and this Template recommends that units exclude external evaluators for these retention reviews. This recommendation is made in order to streamline the process, to focus the retention review on mentorship regarding the candidate's preparation for the tenure review, and to maintain a robust list of available reviewers for tenure and promotion reviews; however, this Template strongly encourages a department to include external evaluators for any triggered review in which research/creative activity is at issue. Nevertheless, University Policy does not require external*

reviews for triggered reviews, so this Template provides the choices below, in order of this Template's recommendation.)

[OPTION 1] External evaluators are not required for a mid-probationary formal retention review; however, [#, 2-3] external evaluators are required for a triggered formal retention review in which a majority of the DAC votes that the candidate's research/creative activity is at issue.

OR

[OPTION 2] External evaluators are not required for a mid-probationary formal retention review or a triggered formal retention review; however, [#, 2-3] external evaluators are required for a triggered formal retention review in which the candidate requests them or a majority of the DAC votes that the candidate's research/creative activity is at issue.

OR

[OPTION 3] [#, 2-3] external evaluators are required for a mid-probationary formal retention review and a triggered formal retention review.

OR

[OPTION 4] External evaluators are not required for a mid-probationary formal retention review or a triggered formal retention review.]

For all reviews requiring external evaluators, at least [#, 1+] external evaluator will be from the candidate's list, and at least [#, 1+] external evaluator will not be on the candidate's list.

*{Prep-Note 23. This Template strongly discourages a department from including a list of the external evaluators who declined to write an evaluation and even more strongly discourages including the reason any external evaluator gives for declining to write an evaluation. It is the current practice of some departments, however, to discuss this information at the DAC meeting. Therefore, the language in green highlighting below is provided to bring clarity, transparency, and consistency to the process. In other words, if a department does include information regarding external evaluators who declined to write or the reasons those external evaluators declined to write, the Department must make this clear in the RPT Statement, so that the candidate is aware of the practice. And, the Department must follow this practice in every RPT review that includes external evaluators. Finally, if a department does include any of this information, this Template strongly suggests that it be given minimal weight in the evaluation of a candidate's research/creative activity. If a department chooses to follow the recommendation of this Template to exclude any information regarding external evaluators who decline to write an evaluation, the Department shall delete the green highlighted language at the end of the paragraph below.}*

External Evaluators [may] OR [may not] be used for more than one formal RPT review. [Along with a list of all external evaluations included in the file, the Department shall include a list of all potential external evaluators contacted.] OR [Along with a list of all external evaluations included in the file, the Department shall include a list of all potential external evaluators contacted, including the reason given by each potential external evaluator who declined.]

**d. Meeting and Report of [Student RPT Advisory Committee (RPT-SAC)] OR [Student RPT Advisory Committees (RPT-SACs)]**

The [RPT-SAC] OR [RPT-USAC and RPT-GSAC each] shall meet to discuss the candidate's teaching file. Using the University's approved RPT-SAC Report form, the [RPT-SAC writes and submits] OR [RPT-USAC and RPT-GSAC each write and submit] a report evaluating the candidate's teaching achievements in accord with University Regulations and using the same standards for teaching as are listed above: [excellent, effective, not satisfactory.] OR [excellent, very good, effective, not satisfactory.] The report must draw on at least two types of evidence

(Course Feedback Forms alone are not sufficient) to support and illustrate the evaluation. All Committee members who attend the meeting shall sign the report.

**e. RPT file content responsibilities and file closing date**

*File Closing.* The candidate's file will close September [choose a date between September 15 and September 30], except for materials specified as being added subsequent to the closing date.

*Candidate Responsibilities for File Contents.* By June 1, the candidate shall submit the following items for inclusion in the file: (1) a current CV; (2) copies of publications and/or other forms of scholarly/creative work; (3) a personal statement that includes the candidate's current activities and progress and accomplishments to date, research/creative activity agenda, teaching philosophy, and future plans in research/creative activity, teaching, and service; and (4) course syllabi. The candidate may choose to submit (5) other relevant materials, including Course Feedback Forms from outside the University, and (6) updates of materials up to the file closing date (see [Appendix A](#)). The date on which the candidate submits any updates should be clearly identified in the file.

*Department Responsibilities for File Contents.* Prior to the file closing date, the Department Chair shall ensure that the file includes: (1) current University of Utah Course Feedback Forms, (2) available [RPT-SAC report] OR [RPT-USAC and RPT-GSAC reports], (3) any written recommendations from Department faculty and/or staff members or other interested individuals, (4) external evaluations (treated as confidential as appropriate), (5) peer teaching review reports, (6) the reports and recommendations from all past reviews since the last formal RPT review, as well as the candidate's CV at the time of the last formal review or at the time of appointment if no previous formal RPT review exists, and (7) any other required materials, such as evidence of faculty responsibility. (8) Any report received from a shared-appointment unit, must be submitted and included in the file by October 5; and, any candidate response to that report must be submitted within five (5) business days following receipt of the report (see [Appendix A](#)).

**f. Candidate's right to comment on file**

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

**g. Department RPT Advisory Committee meeting and subsequent steps**

*Ad Hoc Subcommittee Action.* This subcommittee will submit its report after the file closing date and after receiving any report from a shared-appointment unit (and any response from the candidate), but generally no later than October 15. {May add detail}

*Department RPT Advisory Committee Action.* The full DAC will meet after the file closing date and after receiving any report from a shared-appointment unit (and any response from the candidate), but generally no later than [October 15] OR [October 22]. Each Committee member

shall review the full file prior to the meeting. The Committee will discuss the record as it pertains to each of the relevant criteria: research/creative activity, teaching, and service. Committee members shall vote **[by secret ballot]** separately on a recommendation as to each RPT action for each candidate (e.g., a vote on recommendation for tenure is taken and recorded separately from a vote on recommendation for promotion of that candidate) (see voting eligibility for each action in 4.1.g above).

The Department Chair, Dean, and other administrative officials who are required by the Regulations to make their own recommendations in an administrative capacity may attend the meeting, and upon invitation by the majority vote of the committee, may submit evidence, judgments, and opinions, or participate in the discussion. By majority vote the committee may move to executive session, from which nonvoting participants may be excluded (See Policy [6-303](#)).

*Absent Department RPT Advisory Committee Members.* Whenever practicable, the Department Chair shall advise all eligible DAC members on leave or otherwise absent of the proposed action and shall request their written opinions and votes in advance of the meeting. Absent members' written opinions shall be disclosed at the meeting and their votes will be counted and recorded without distinction between the votes of present members and of absent members.

*Quorum.* Quorum of the DAC consists of two-thirds of its members, except that any member unable to attend the meeting because of formal leave of absence or, with prior notification, other extenuating circumstances shall not be counted toward the number required for a quorum.

*Department RPT Advisory Committee Report.* The report of the meeting should reflect the nature of the discussion with major points on both sides revealed. It should explain both affirmative and negative votes, and it should present relevant and specific evidence from the file. The report should be comprehensive enough to allow others to get a sense of the discussion and not solely a list of committee members' observations, a summary, and/or the conclusions. Additionally, it should include consideration of the **[RPT-SAC report] OR [RPT-USAC and RPT-GSAC reports]**, the **Ad Hoc Subcommittee Report,** and the shared-appointment unit report (if present). The DAC report, including vote counts for each recommendation, should be signed by the Secretary, approved by the Committee Chair, and made available for inspection by the Committee members. After allowing an inspection period of not less than two (2) business days nor more than five (5) business days, and after such modifications as the Committee approves, the Secretary shall forward the summary report to the Department Chair and the candidate, along with a list of all faculty members present at the meeting.

*{Prep-Note 24. This Template recommends that a department develop instructions and a template for their DAC report, and for their Ad Hoc Subcommittee Report (if relevant).}*

*Confidentiality.* The DAC Chair shall inform the candidate of the Committee recommendation(s) as soon as possible. All Committee votes and deliberations are personnel actions and must be treated with confidentiality in accordance with University Regulations and state and federal law. Members of the Committee are enjoined not to convey the substance or outcomes of Committee deliberations to the candidate or others. The candidate should not ask questions about the Committee's deliberations outside of the conversation with the Committee Chair.

*Department Chair Action.* After studying the entire file regarding a candidate, the Department Chair shall prepare a written report that includes evaluation and recommendations as to each RPT action and specific reasons for the recommendation with specific evidence presented, and then place the report in the RPT file and provide a copy to the candidate. No later than seven (7) business days after receiving the evaluation and recommendation, the candidate may provide a written statement in response to the DAC report and/or the evaluation and recommendation of the Department Chair. The Department Chair shall place any written response submitted by a candidate in the candidate's file, without comment.

*Actions and Appeal Procedures Beyond the Department Level.* Subsequent procedures are described in University Regulations and any relevant College Council Charter.

## **Appendix A: RPT File Contents**

### **Candidate's Responsibility**

It is the candidate's responsibility to provide the following documentation to the Department Chair for inclusion in the RPT file by June 1.

1. Curriculum Vitae. The CV should include at least the following {May add detail}:
  - a. All dissemination of research/creative activity since the beginning of the candidate's professional career, including dates. Must state if acceptance was based on anonymous review or other selection method, and publications must list inclusive page numbers. Student co-authors should be indicated.
  - b. Conference papers presented and presentations given, including dates. Invited and keynote talks should be indicated. Student co-presenters should be indicated.
  - c. Grants and fellowships received or under review. Must state role (e.g., PI, co-PI); amount of award with indication of the candidate's portion, and the dates covered by the funding.
  - d. Honors or awards received for research/creative work, including dates.
  - e. Graduate student committees served on or chaired, including dates.
  - f. Individual student research/creative activity supervised, including dates.
  - g. Teaching awards or teaching recognition received, including dates.
  - h. Service activities for the University, profession, and public, including dates.

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

2. Personal Statement. This document includes the candidate's current activities and progress and accomplishments to date, research/creative activity agenda, teaching philosophy, and future plans in research/creative activity, teaching, and service.
3. Copies of research/creative works.
4. Course syllabi for all courses taught since the most recent formal review, or since appointment if no previous formal review exists. No more than five years of course syllabi need be included for any review.
5. Other relevant materials, if desired. These materials might include course feedback forms from other institutions or letters the candidate has received from faculty, staff, students, or other interested individuals. If the candidate has had personnel from the Center for Teaching Excellence observe teaching or review teaching materials, the candidate may wish to include a resulting evaluation in the file. When the candidate's role in particular research/creative activity is unclear, the candidate should include letters from collaborators describing the candidate's contribution to the work.
6. Candidate response(s) to any file contents, if desired.

## Department's Responsibility

1. Peer Teaching Review reports based on review of teaching materials and observation of teaching.
2. All Course Feedback Forms from University of Utah courses taught since the last formal review (with a maximum of five years required for post-tenure promotion to Professor). For formal reviews for tenure, all evaluations since appointment.
3. Any report received from a shared-appointment unit, and any candidate's response.
4. All previous reports submitted by all voting levels from all formal and informal reviews since appointment or the last formal RPT review (whichever is more recent). Previous RPT-SAC reports need not be included. Include the CV at the time of the last formal RPT review (or appointment, if no previous formal RPT review exists).
5. Other relevant materials, such as signed recommendations from faculty, staff, or other interested individuals, consistent with University Regulations.
6. Evidence of faculty responsibility. Letters of administrative reprimand and the latest findings, decisions, or recommendations from University committees or officials arising from relevant concerns about the faculty member should also be included in the candidate's file. The cognizant Office for Faculty is available for consultation regarding this requirement.
7. External Evaluator Materials (when required), kept confidential if the candidate has waived the right to see the evaluations.
  - a. Signed form evidencing candidate's waiver or retention of right to see the evaluations
  - b. External evaluations
  - c. Qualifications of evaluators, normally a brief CV
  - d. Indication of who nominated each evaluator (candidate, Department Chair, or DAC Chair) [ and which evaluators declined] OR [, which evaluators declined, and why those evaluators declined]
8. Committee report(s).
  - a. Report of RPT Ad Hoc Subcommittee
  - b. Any candidate's response to RPT Ad Hoc Subcommittee report
  - c. DAC report
  - d. Any candidate's response to DAC report
9. Department Chair's report.
10. Any candidate response to the Department Chair's report and/or the DAC report.



## **Appendix B: Notices of Final Approval of RPT Statement**

**(Senate Faculty Review Standards Committee and Senior Vice President)**

*{Prep-Note 25. When the SFRSC and cognizant SVP have approved the Statement, the cognizant Office for Faculty will attach a memorandum of approval to the final Statement. No subsequent changes shall be made to any of the contents of the Statement, except by specific written permission of the SFRSC Chair and the cognizant SVP.}*

## ***Preparation Guidance for RPT Template***

*This Preparation Guidance is intended to assist a department in formulating descriptions of selected topics in their departmental RPT Statements by providing sample phrasing and references to useful resources, including examples of [recently approved RPT statements](#). The cognizant Office for Faculty will delete this Preparation Guidance from the final version of the Statement.*

- **Equity, Diversity, Inclusion**
- **Community Engagement**
- **International Research/Creative Activity and Approaches**
- **Interdisciplinarity**
- **Technology Transfer**

- 
- **Equity, Diversity, Inclusion**

Sample language is under development. It will address both valuing equity, diversity, and inclusion and how equity, diversity, and inclusion might be evaluated.

- **Community Engagement**

Community-Engaged Research/Creative Activity (CER) involves the investigation, analysis, and transformation and dissemination of knowledge based on community-informed, reciprocal partnerships involving the University and community members. CER contributes to both the public good and the University mission, is rooted in disciplinary or field-based expertise, uses appropriate methodologies, and involves public dissemination of products that can be peer reviewed. Such activities should demonstrate respect for the contributions made by community partners, as well as respect for the principle of “do no harm.”

Research/creative activity in this area must be disseminated widely and publicly, and must have an impact beyond those who participated in the research/creative activity. Evidence of impact may include: (1) publication of books, chapters, articles in peer-reviewed journals, and articles in highly regarded non-peer-reviewed journals; (2) substantial written work in well-regarded, peer edited electronic outlets; (3) for those disciplines in which conference presentations are part of one’s scholarly profile, presentation of research/creative activity at professional meetings and/or invited lectures, and (4) when CES is creative activity, the creation itself may be evidence of its influence if it has a sustained impact in the community and bears other hallmarks of influence beyond that community (*e.g.*, a juried art installation, peer reviewed dissemination).

*A department might also choose to consult the 2021 report and guidelines from the University Neighborhood Partners' Community Research Collaborative, available [here](#).*

Example language for teaching and service is under development. It will address both valuing community engagement and how community engagement might be evaluated.

- **International Research/Creative Activity and Perspectives**

Sample language is under development. It will address both valuing international research/creative activity and perspectives and how international research/creative activity and perspectives might be evaluated.

- **Interdisciplinarity**

Sample language is under development. It will address both valuing interdisciplinarity and how interdisciplinarity might be evaluated.

- **Technology Transfer**

Sample language is under development. It will address both valuing technology transfer and how technology transfer might be evaluated.