

DEPARTMENT OF WORLD LANGUAGES & CULTURES
University of Utah
Procedures, Standards, and Criteria for Retention, Promotion, and Tenure

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This document serves as the Department of World Languages & Cultures’ Statement of RPT Criteria, Standards, Evidence, and Procedures required by University Policy 6-303-III-A-2-a. It integrates the department’s standards and procedures for retention, promotion, and tenure decisions with the relevant portions of University policy. Through this mechanism, both levels of policy are available in the same document. The most important University Policies are 6-303 (Retention, Promotion, and Tenure), and 6-311 (Faculty Retention and Tenure). The Department of World Languages & Cultures RPT Statement and the University policies on RPT will be provided to all candidates undergoing review (either in the form of hard copy or as a Web document). Regulations regarding RPT for the University of Utah are available at the University Regulations Website <http://regulations.utah.edu>.

1. Introduction, Mission, and General Philosophy

The Department of World Languages & Cultures is committed to fostering a critical and comprehensive understanding of diverse cultures through the study of their literature, language, art, history, politics, and social and philosophical ideas. The Department is equally committed to offering students the opportunity to develop an analytic understanding of the structure of language and to achieve communicative competence in a wide selection of languages. The Department requires its faculty to be engaged in research, teaching, and service activities that promote this mission and to strive for excellence in each category. Recommendations for retention, promotion, and/or tenure will be made on the basis of the RPT Advisory Committee’s assessment of each candidate’s achievements in these three areas. In addition to its insistence upon the attainment of high academic standards, the Department of World Languages & Cultures expects faculty members to demonstrate the ability and willingness to perform as responsible members of the faculty, as defined in the University of Utah Code of Faculty Rights and Responsibilities (U. Policy 6-316).

2. Effective Date and Application to Existing Faculty

These standards, criteria, and procedures will be effective as of July 1, 2016. All RPT candidates appointed on or after this date will be considered under these new RPT standards. Candidates whose

appointments began prior to that date who are reviewed for promotion with granting of tenure (assistant to associate level) will have the option of choosing the old RPT requirements or the new RPT requirements. Previously appointed candidates to be reviewed for promotion to the rank of Professor may choose the old requirements for reviews completed in or before the 2017-2018 academic year. In each case, the new requirements will apply unless the candidate's choice of the old requirements is communicated to the Department Chair by signed letter before review materials are sent to reviewers for external evaluations.

An individual's personality or personal behavior will have no bearing upon departmental recommendations unless such factors become detrimental to effective departmental and University performance (consistent with University Policy 6-303-III-A-2-b). Race, religion, gender, sexual orientation, citizenship, national origin, and political beliefs are not relevant considerations. At all times the policy of the department shall conform to the Faculty Code of Conduct.

3. RPT Criteria, Standards, and Evidence

A faculty member under review for retention, promotion, and/or tenure is judged according to three functional criteria: 1) research/other creative activity, 2) teaching, and 3) service. Possible ratings (standards) for each function are *excellent* (as per University Policy 6-303), *effective* (as per University Policy 6-303) and *not* satisfactory. For the purpose of retention, promotion, and tenure, each faculty member shall be judged on overall performance. Accomplishment in one area does not compensate for substandard performance in another area.

Granting tenure is considered the university's most critical personnel decision. The department recommends *tenure* when, after the necessary probationary years, a faculty member has demonstrated evidence of *excellence in research and sustained effectiveness in teaching and service* (U. Policy 6-303-III-A-2). The awarding of tenure normally accompanies promotion to Associate Professor. However, in the event that a person is hired at or promoted to the rank of Associate Professor before achieving tenure, the subsequent conferral of tenure requires that the faculty member has provided convincing evidence that s/he will continue to achieve the standards expected of an Associate Professor and is likely to achieve the standards expected for promotion to the rank of professor. In the event that a person is hired at or promoted to the rank of professor before achieving tenure, the subsequent conferral of tenure requires that the faculty member has provided convincing evidence that s/he will continue to achieve the standards expected of a professor. For timeline, please refer to section 4.3.C.4 of the department's RPT Statement (p. 11).

The department recommends *promotion to the rank of Professor* when a faculty member has demonstrated *further evidence of continued and substantive excellence in research* as evidenced by the high quality, demonstrated impact (which includes the retrievability of the scholarly product over time), and national and international recognition of published work and by *sustained effectiveness in teaching and service* (U. Policy 6-303-III-A-2-c-i).

3.1 Research/Other Creative Activity

a. Quality of Research/Creative Activity

A high level of research and publication is expected of every faculty member in the department. Candidates for retention, promotion, and/or tenure are expected to produce work that forms a clear profile of scholarship and/or creative professional activities indicative of an active, ongoing, and substantive

commitment to research and publication. The department recognizes diversity among faculty members and the multidisciplinary nature of the research they conduct as integral to its mission, and it expects each faculty member to make a serious and sustained commitment to a planned and coherent program of high-quality, high-impact research. The Department's policy is to use estimable peer-reviewed publication as evidence of scholarship, produced at rates consistent with the standards of a research-extensive university. Non-print/digital/multi-media forms of publication are also acceptable as long as they conform to the expectation for high-quality, peer-reviewed, and high impact scholarly communication. Quality is more important than quantity at all levels. However, the quantity of scholarly products should be in keeping with the standards of expectation at a research-extensive university. Publications or creative works must represent significant contributions to knowledge in the field. In each case, a significant independent contribution is expected.

Externally awarded research grants and fellowships can be important to scholarly activity. When applicable, RPT Advisory Committee members will give positive consideration to the extent to which an individual has submitted grant applications as a Principal Investigator or a Co-Investigator and has succeeded in obtaining research grant funds and thereby increased the probability of ongoing research and future scholarly contributions. Obtaining funding for scholarly research is not mandatory and not a necessary component of RPT decisions (U Policy 6-303-III-A-2-b), but having funded scholarly research may be viewed as helping to demonstrate excellence in research as well as helping to promote the production of research when such funding results in published scholarly work of high quality. Thus, while externally funded, competitive, and prestigious research grants and fellowships may help strengthen a file, the ultimate measure of research productivity is publication.

The Department of World Languages & Cultures values the diversity of research fields and methodologies it houses. The Department recognizes the differing disciplinary standards widely used to measure and evaluate a scholar's productivity and eminence within these fields and recognizes state-of-the-art practices at peer institutions in developing its own guidelines. Scholars of literary, critical, and cultural studies, like many in other areas of the humanities, typically belong to book-centered disciplines in which sole-authorship is common, and for which the peer-reviewed monograph published by a respected scholarly press with a demonstrable record of world-wide library distribution, and/or numerous substantial, innovative, and highly regarded articles or book chapters (also rigorously peer-reviewed) remains the standard for scholarly publication. Scholars whose research focuses on linguistics typically belong to article-centered fields, in which co-authorship is common, and for which substantial, innovative, and highly regarded and peer-reviewed articles or book chapters represent the standard for scholarly publication, and for which authorship of innovative textbooks may also be included.

The Department accordingly will consider as wide a variety of materials as possible in its assessment of scholarly achievement and may assign more value to some scholarly activities than to others (see criteria stated below), depending on the candidate's research discipline. Peer-reviewed university press and respected academic press publications are the expected norm. The Department defines scholarship and creativity as activities such as the following:

- publishing scholarly books and monographs
- publishing articles in professional refereed journals
- publishing book chapters in refereed collections
- publishing essays, reviews, editions, textbooks, translations, and creative works reflecting substantial and significant research

A scholarly monograph and scholarly articles in refereed journals or book chapters in refereed collections will be assigned the greatest value in assessing a candidate's research profile. A textbook, edited volume,

journal volume, or translation (for promotion to Professor only) is not the equivalent of a monograph, but may be counted as equivalent to one substantial article if it meets certain criteria outlined below in sections 3.1.C and 3.1.D. Evidence of final acceptance of a manuscript by a press or journal will be deemed the equivalent of publication. Digital scholarly products and rigorously peer-reviewed forms of digital scholarly communication will be evaluated according to the same criteria as paper publications (e.g. peer-review, impact). ***In cases of co-authored articles or publications, the candidate should provide a description of his/her contribution to the work in order to assist the RPT Advisory Committee in its assessment of the file.***

The Department expects that candidates for promotion to Associate Professor with tenure will also have developed a scholarly profile of excellence that is commensurate with their years working in the field, and will have established a national reputation in their field as demonstrated, for example, by presenting invited and selected conference papers at prestigious venues, especially at national and international conferences and symposia; publishing book reviews and essays; editing or co-editing book series or journals; being awarded grants/fellowships for support of their scholarship, and receiving other forms of national recognition.

This becomes especially important when considering the scholarly reputation of a candidate for promotion to Professor. The Department expects that candidates for promotion to Professor will have further developed a larger scholarly profile as ***evidence of their international as well as national recognition***, and as evidenced, for example, through the demonstrated impact of scholarly publications; presenting papers at national and international conferences and symposia; delivering invited talks; publishing book reviews and essays; editing or co-editing book series or journals; invited service on national/international boards; and being awarded prestigious and highly competitive grants or fellowships in support of their scholarship and from which peer-reviewed scholarly publications result.

While quality of scholarship is more important than quantity at all levels of promotion, we expect candidates to contribute significantly and distinctly to the development and dissemination of new knowledge through research and publication of research results. Although candidate's research and scholarship must be evaluated according to accepted publishing patterns in the candidate's own research area, the Department affirms the following as **minimum** requirements for retention and promotion, but does not guarantee any particular outcome when these minimum requirements are satisfied:

- A. Appointment or advancement to the rank of Assistant Professor requires completion of the Ph.D. degree or its equivalent and, whenever possible, peer-reviewed publications and/or work ready for submission to high-quality, peer-reviewed academic/scholarly journals and presses.
- B. Retention at the rank of Assistant Professor for the fourth-year formal review requires evidence of an active and ongoing research profile. This means proof of final acceptance of a minimum of four significant articles in refereed journals, and/or proof of substantial ongoing work on a major research project (e.g. draft manuscript chapters, final drafts of substantial article manuscripts).
- C. Consideration for tenure and/or promotion to the rank of Associate Professor. Associate Professor requires the achievement of scholarly excellence, which is measured by a record of high-quality publications that represent innovative contributions to the candidate's field(s) and further the department's goals of excellence in research and increased national recognition. Scholarly excellence is demonstrated, specifically, through a **minimum** of (1) one monograph published or with final acceptance for publication in a high-quality, peer-reviewed scholarly press, **or** (2) six substantial, sole-authored articles in well-respected and recognized refereed journals or chapters in refereed books published at high-quality, peer-reviewed scholarly presses, **or** (3) nine of the

following, in any combination: (a) edited volumes, (b) textbooks, (c) substantial, co-authored articles in well-respected and recognized refereed journals or chapters in refereed books published at high-quality presses, d) substantial, sole-authored articles in well-respected and recognized refereed journals or chapters in refereed books published at high-quality scholarly presses. (See evaluation guidelines for edited volumes, translations, and textbooks below.)

Edited volumes and textbooks

For an edited volume to be considered as equivalent to an article, it must carry a substantial introduction written or co-written by the candidate and be published by a high-quality scholarly press. If the candidate contributes a chapter to such a volume that is peer-reviewed, the chapter would count separately toward the standard of scholarly production as a chapter in a refereed edited collection.

Textbook authorship and joint authorship, including e-textbooks, content based textbooks, and language teaching textbooks, are considered in the tenure portfolio. Textbooks will be valued more highly as scholarship to the degree to which they advance the field.

- D. Promotion to the rank of Professor requires further evidence of continued and substantive excellence in research that represents innovative contributions to the candidate's field(s) and that furthers the department's goals of excellence in research and increased national and international recognition. The expectation is that the candidate, while at the rank of Associate Professor, will have published (1) one or more additional monographs (or have final acceptance for publication) in a high-quality, peer-reviewed, scholarly press; *or* (2) at least six additional substantial, sole-authored articles in well-respected and recognized refereed journals, or chapters in refereed books published at high-quality scholarly presses, and that this work will be of very high quality with demonstrated impact and represent original contributions to knowledge; *or* (3) at least nine more of the following, in any combination: (a) edited volumes, (b) translations, (c) textbooks (with demonstrated impact on the field), (d) substantial, co-authored articles in well-respected and recognized refereed journal or chapters in refereed books published at high-quality scholarly presses (e) substantial, sole-authored articles in well-respected and recognized refereed journals or chapters in refereed books published at high-quality presses.

An annotated translation of a major text or texts that includes a full scholarly apparatus, with substantial notes and a critical introduction, published by a high-quality scholarly press, will be counted as equivalent to one substantial article for candidates for promotion to Professor.

Candidates for promotion to Professor are expected to be participating robustly in their national and international learned societies and scholarly organizations, to be shaping the discourse in their fields of expertise on a national/international stage, and to be receiving forms of recognition commensurate with a national/international reputation.

b. Summary Rating Scale for Research

Ratings below reflect the joint consideration of quantity and quality of research as described above.

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

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

3.2 Teaching

Effective teaching is crucial for membership in the department and advancement through the professional ranks. For *tenure* and promotion to the associate and professor ranks, *sustained effectiveness of teaching* must be demonstrated (U. Policy 6-303-III-A-2). RPT judgments of effectiveness and sustained effectiveness are made primarily with respect to three components of teaching: 1) course instruction, 2) curriculum and program development, and 3) student advising and mentoring. Teaching Advisory Committee reports (described below) and Student Advisory Committee (SAC and GSAC) reports provide the primary evidence used for the evaluation of teaching.

3.2.A Teaching File

For all formal reviews (fourth-year, tenure, and promotion), a separate teaching profile of the faculty member will be compiled based on information from a variety of sources. The teaching file will include:

1. Student Advisory Committee Report

The SAC and GSAC reports will be developed in accordance with the University of Utah Guiding Principles for Student Advisory Committee Evaluations of Faculty Members. (Policy 6-303)

2. Teaching Advisory Committee Report

The TAC consists of three tenured faculty elected by tenured and tenure-track faculty. The TAC will generate a report establishing a teaching profile that summarizes the candidate's time in service at the university.

3. The teaching evaluation will be based on material from the following sources:

- a) Department course evaluations
- b) Peer observations of classroom teaching
- c) Previous informal and formal reviews
- d) Course materials (e.g. syllabi, exams, assignments)
- e) Evidence of teaching awards
- f) Personal Statement: In the personal statement, the candidate should include information on his or her teaching philosophy and contributions to this aspect of the profession.
- g) Any additional material that illustrates unique or innovative aspects of the candidate's teaching profile may also be included in the file.

3.2.B Three Criteria for Teaching Evaluation

1. Course Instruction

Course instruction includes the planning and execution of classroom or online instruction for university courses. In judging the candidate's course instruction, consideration shall be given to the following: What is the quality and organization of prepared course materials? Does the candidate meet classes as scheduled? Is the candidate regularly available for interaction with students outside of class? How do students respond to the instructor and courses in student feedback forms? What is the size and nature of the candidate's teaching load, including but not limited to supervision of theses and dissertations, membership in graduate supervisory committees, and supervision of directed readings, independent study and service learning? To what extent has the candidate expanded his/her areas of teaching expertise?

2. Curriculum and Program Development

The contributions of candidates to ongoing curriculum/program development and maintenance are an important factor in the evaluation of teaching. In judging the candidate's contributions in this area, consideration shall be given to the following: How has the candidate contributed to the Department's undergraduate and, where appropriate, graduate departmental teaching needs? How has the candidate contributed to curriculum and program development, including offering diversified and innovative courses? How many different courses has the candidate prepared?

3. Student Advising and Mentoring

Work with undergraduate and/or graduate students outside the classroom is important to the teaching mission. Such work includes general student advising and mentoring. While there are no quantitative expectations, candidates will be judged on their effectiveness in working with students and on the degree to which they contribute their fair share, relative to those of the same rank, to advising and mentoring tasks. These tasks include advising students regarding such things as course selection and foreign study opportunities (either in one's capacity as section representative, as a member of a section or section advisory committee, as a study abroad director, etc.), and efforts to recruit undergraduates and/or graduate students into courses, programs, and/or as majors or minors.

3.2.C Summary Rating Scale for Teaching

A candidate's teaching quality will be rated as "Excellent" or "Effective," as per University policy (U. Policy 6-303-III-2-c-i), or as "Not satisfactory." This rating will be based on the three criteria above and take into consideration the candidate's time in rank. These categories are defined as follows:

Excellent: The candidate has made significant contributions to the department in areas of course instruction, curriculum/program development, and student advising and mentoring. Teaching awards are one strong indicator of teaching excellence.

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

Not satisfactory: The candidate has made insufficient contributions in the areas of course instruction, curriculum/program development, and student advising and mentoring.

For all formal reviews, the department RPT Advisory Committee report must include an assessment by the department RPT committee of the candidate's teaching file. Substantive inadequacies in the candidate's teaching should be clearly noted. In cases where substantive inadequacies in a candidate's teaching have been documented in previous informal and/or formal reviews, the candidate must demonstrate that s/he has remedied these inadequacies.

3.3 Service

a. Evaluation of Service

Service is an essential component of each faculty member's career and constitutes an integral part of the candidate's composite record. Service is defined as professionally related activity in which the faculty member invests time, talent, and energy.

Effectiveness is defined as a minimum requirement of *two service activities per teaching year for all informal and formal reviews*. A higher level of service may indicate a standard of Excellence in service.

In assessing a candidate's service profile as s/he advances through the ranks, the department RPT advisory committee will consider sustained progression such as participation in service activities beyond the department to the college and university levels, diversification in types of service activities, and increased participation in national and international activities. For all formal reviews (fourth-year, tenure, and promotion), a separate service profile of the faculty member will be compiled by the ad hoc RPT committee based on information from the following three areas:

- A. Department, College and University Service. This area includes contributions to departmental, college and university committees that exceed the minimum requirement. (See above.)
- B. Professional Service. This area includes responsible involvement in the planning and implementation of seminars, meetings, conferences, etc. of professional societies, as well as rendering advisory or editorial service to presses and professional journals.
- C. Community Service. This area includes activities in which the faculty member's professional skills and knowledge are made available to the populace of the city, county, state, or nation, or to the international community.

b. Summary Rating Scale for Service

Service will be evaluated on the following three-part scale:

Excellent: The candidate has made significant contributions in the area of service, above and beyond the required two service activities per teaching year. This could include significant program development for the department, many time-intensive committee assignments, and/or significant service in areas B and C.

Effective: The candidate has made acceptable contributions in the area of service, defined as a minimum requirement of *two service activities per teaching year for all informal and formal reviews*.

Not satisfactory: The candidate has made insufficient contributions in the area of service.

For **promotion to Professor**, it is expected that service goes beyond the department to include activities from categories B and C. Faculty mentoring is highly valued for candidates for Professor.

4. RPT Procedures

4.1 Election of RPT Chairperson

By March 1 of each year the Department Chair will conduct an election for chairperson of the Department Retention, Promotion, and Tenure Advisory committee. The RPT chair must be a tenured faculty member. All tenure-line (tenured and tenure-track) faculty are eligible to vote in this election. The Department Chair is not eligible to chair this committee.

The RPT chair will then select the RPT secretary. The RPT chair may opt to appoint two RPT secretaries when a large number of candidates are scheduled to undergo review in a given year.

4.2 Obligatory RPT Actions and Invitation for Consideration for RPT

By March 1 of each year the Department Chair will notify all faculty members for whom a formal retention or tenure review is mandated by time in service. By March 1 the Department Chair also will invite other eligible faculty who wish to be considered for promotion and/or tenure to submit requests for formal review.

- A. **Formal retention reviews** are mandated for all tenure-track faculty in the *fourth probationary year*.
- B. **Tenure reviews** are ordinarily mandated in the fifth probationary year for individuals appointed as Associate Professors or Professors without tenure and in the *seventh probationary year* for all other tenure-track faculty members. These ordinary five and seven year probationary periods may be shortened or extended in appropriate circumstances in accord with governing University Policies.
- C. Shortening or extending the probationary period. Candidates may request early tenure reviews (i.e., *shortening* the otherwise applicable probationary period) on the grounds described in and by following the procedures provided for in University Policy. Because early review cases require a candidate either to have qualifying prior service or to have made truly extraordinary progress, few requests are made and few are granted. Candidates are therefore encouraged to consult with the Department Chair and the Dean as well as senior colleagues before requesting an early tenure review.

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

- D. **Informal retention reviews** are mandated in the first, second, third, fifth, and sixth years. For procedures, see section 5.
- E. Requests for **non-mandatory promotion** or **early tenure** reviews must be made to the Department Chair by April 1. Faculty may withdraw their names at any time before the file is forwarded to the Department RPT Advisory Committee.

4.3 Ad Hoc Committees for Formal Review

- A. Establishment of ad hoc committees

By March 15 of each year the RPT chair will consult with each candidate for formal review (fourth year retention, tenure, or promotion), and appoint an ad hoc committee of three members according to the following criteria:

- Each of the members appointed must be eligible to vote on the candidate's retention, promotion, or tenure.
- The candidate has the right to choose one member of the ad hoc committee. The RPT chair will appoint the chair of the ad hoc committee.
- The department's representative on the college RPT Advisory committee is not eligible to serve on ad hoc committees.
- No member of the department RPT advisory committee may chair more than one ad hoc committee per year.

B. Mandatory meeting of RPT chair, candidates, and ad hoc committee chairs

By April 1 the RPT chair will call a meeting of the candidates and their ad hoc committee chairs to review RPT procedures.

C. Responsibilities and guidelines for the candidate, the ad hoc committees, and the Department Chair.

1. Candidate's RPT File. The primary responsibility for maintaining an up-to-date personal RPT file rests with the candidate. The Department Chair is responsible for obtaining and maintaining relevant items (e.g., external evaluations, student course evaluations, and materials from prior reviews, per Policy 6-303) that the candidate is not authorized to furnish.
2. The candidate's ad hoc committee is charged with the responsibility of organizing a complete file on the candidate for formal review. The committee must function neither as an advocate for nor adversary of the candidate.
3. Within a week after it has been formed, the ad hoc committee will meet with the candidate to discuss preparing the candidate's file and soliciting external evaluations of the candidate's scholarship. Prior to this meeting the candidate should supply the committee with full and relevant information, including a current vita, copies of publications, a draft of the candidate's personal statement, and any additional supporting material. It is also the responsibility of the candidate to supply relevant information about her/his publications including publishers, editorial board members, sponsoring scholarly societies, etc. where applicable for each publication.
4. External Evaluators:
Scholars will be selected by the Department RPT Advisory Committee Chair, the Department Chair, and the ad hoc committee, in consultation with the candidate, to provide reviews of the candidate's scholarly work.

Two lists of potential evaluators who can provide objective evaluations of the candidate's work will be proposed: one by the candidate and the other by the Department Chair in consultation with the ad hoc committee. The candidate may veto one name from the list of evaluators proposed by the Department Chair in consultation with the ad hoc committee without providing justification; if the candidate wishes to veto a second name, s/he must provide compelling justification for this action. The Department Chair along with the ad hoc committee will propose alternate evaluators to replace any vetoed names. Normally, a candidate may not veto more than two names from the Department Chair/ad hoc committee's original or revised lists.

The Department Chair, after consulting with the RPT Advisory Committee Chair and the ad hoc committee chair, and considering the list of five potential evaluators submitted by the candidate,

will solicit no fewer than three external evaluations. At least one external evaluator will be from the candidate's list.

All external evaluators must be reputable publishing scholars at peer institutions in the candidate's scholarly field, and shall be at or above the academic rank for which the candidate is being considered in this or the next promotion review. The Department Chair will use a standard solicitation letter, including notification of whether the candidate has or has not waived the right to see the evaluations (see U. Policy 6-303-III-D-9). If the candidate waives the right to read the letters, the names of external evaluators selected will not be shared with the candidate. External evaluators shall be asked to submit their evaluations no later than August 30.

The Department Chair is responsible for ensuring that scholarship and creative work included in the file are evaluated by the external evaluators. In cases where a substantial portion of the candidate's file includes creative work and/or research activities in more than one discipline or field of study, the Department Chair is responsible for finding qualified evaluators to evaluate all portions of the candidate's file. It is the Department Chair's responsibility to make sure that the combined letters received from the external evaluators provide a qualified assessment of all substantive areas of research and creativity in a candidate's file.

The Department Chair must establish written documentation of the qualifications of each evaluator by soliciting a copy of each evaluator's c.v. and a statement from the evaluator clarifying the nature of her/his relationship to the candidate.

5. The ad hoc committee chair is responsible for obtaining and adding to the file copies of the Student Advisory Committee (SAC), Teaching Advisory Committee (TAC), and Graduate Student Advisory Committee (GSAC) reports.

Consistent with U. Policy 6-303-III-C-2, "At least three weeks prior to the convening of the departmental RPT advisory committee, the department chairperson shall invite any interested faculty and staff members in the department to submit written recommendations for the file of each candidate to be considered, stating as specifically as possible the reasons for each recommendation."

6. When the candidate has a joint appointment with an interdisciplinary academic program (e.g., Middle East Studies Program, Ethnic Studies Program, Gender Studies Program), the Department Chair will notify the program director of the action being considered. Academic program members will meet and make a written recommendation, which is to be sent to the Department Chair and included in the candidate's file for review by the department faculty. Department faculty who are also members of the academic program may choose to vote in either the academic program meeting or the department RPT meeting, but not both. (U. Policy 6-303-III-C-4)
7. The ad hoc committee will prepare a complete written report summarizing the candidate's record of research/other creative work, teaching, and service. This report will be fact-finding in nature; it will not contain recommendations. The ad hoc committee is to convey to the candidate the sense of the outside evaluations in this report. This report and all other data pertinent to the formal review will be placed in the file before the department RPT advisory committee meets to consider the case.
8. The candidate is entitled to see all contents of her/his file, including the ad hoc committee's report, the TAC report, the SAC report, and the interdisciplinary academic program report (where applicable), but excluding confidential letters of evaluation solicited from outside the department.

If a candidate wishes to comment on, or take exception to, any item in her/his file, the candidate's written statement must be added to the file before the department RPT advisory committee meeting is held. (U. Policy 6-303-III-D-10)

9. The file should be available to the department RPT advisory committee at least five business days before the scheduled meeting.

4.4 Actions of the Department RPT Advisory Committee

A. Availability of candidate's file

The candidate's complete file will be available in the office of the Department Chair for at least five business days preceding the department RPT advisory committee meeting.

B. Fall Semester meeting of the RPT advisory committee

The department RPT advisory committee will meet in the Fall Semester, no later than October 15. The following procedures will be observed:

In the Department of World Languages & Cultures, only faculty members identified as eligible voters and the Department Chair (when invited) may attend or participate in RPT discussions.

University Policy 6-303 describes voting eligibility as follows:

“Retention. ...all tenured faculty members, regardless of rank, are eligible to participate in the consideration of and to vote on recommendations in individual cases on matters of retention.

Promotion. ...all tenure-line faculty members of equal or higher rank than that proposed for the candidate for promotion are eligible to participate in the consideration of and to vote on recommendations in individual cases on matters of promotion.

Tenure. ...all tenured faculty members, regardless of rank, are eligible to participate in the consideration of and to vote on recommendations in individual cases on matters of tenure.” (U. Policy 6-303-III-A-3-a)

A quorum of the department RPT advisory committee, consisting of 2/3 of its members (excluding those unable to attend due to leave of absence or physical disability), must be in attendance.

In accordance with University policy, the Department Chair will advise absentee committee members of proposed action prior to the committee meeting in order to have absentee votes with explanations available at the time of the committee meeting. Absent members' written opinions will be disclosed at the meeting and their votes will be counted the same as other votes. The vote totals shall not differentiate absentee from those present and voting.

Consistent with University Policy 6-303-III-E-5, “Department chairpersons, deans, and other administrative officials who are required by the regulations to make their own recommendations in an administrative capacity may attend and, upon invitation by majority vote of the committee, may submit evidence, judgments, and opinions, or participate in discussion. By majority vote the committee may move to executive session, from which nonvoting participants may be excluded.

Department chairpersons, deans, and other administrative officials who cast RPT votes in their administrative capacities shall not vote at the department level.”

A secretary for the RPT meeting shall be designated by the RPT committee chair. The department RPT advisory committee will consider the ad hoc committee reports and the assessment of the candidate by other members of the department, and then vote. ***Unless otherwise approved by the majority of the department RPT advisory committee, voting will be by secret ballot.***

Procedures and discussions of the department RPT advisory committee are confidential. The RPT chair will inform the candidate as promptly as possible of the results of the department RPT advisory committee vote. Specific details will be provided subsequently in the department RPT advisory committee report.

4.5 The Department RPT Advisory Committee Report

Within a week after the department RPT Advisory Committee meeting the RPT secretary will prepare a thorough summary of the discussion, the findings, and the recommendations of the RPT advisory committee for both informal and formal reviews. If a candidate is jointly appointed with an academic program, the department RPT advisory committee report shall reflect the department’s discussion and consideration of the report and recommendation of the academic program. Readers of the minutes should be able to get a sense of the committee’s arguments, deliberations, and recommendations, not just a summary of its conclusions. Both affirmative and negative votes must be explained. The report must include a list of all faculty members present at the meeting and all committee members voting by absentee ballot.

A period of inspection by the RPT committee members of not less than two but not more than five days will be set. Should substantive modifications be suggested, final approval must be obtained by a vote of those members of the RPT advisory committee who participated in the original vote.

The final report is to be signed by the RPT secretary and approved in writing by the RPT chair. The report will then be forwarded to the Department Chair and the candidate.

4.6 The Department Chair’s Report

After studying the entire file relating to each candidate, the Department Chair shall prepare his/her written recommendation with an exact copy to be provided to the candidate and included in the file on the retention, promotion, and/or tenure of each candidate, including specific reasons for the recommendation. The candidate will then have the option to provide, within seven business days, a written statement in response to the report of the Committee or the recommendation of the Department Chair.

4.7 Actions and Appeals Procedures Beyond the Department Level

Subsequent procedures are described in University Policy 6-303-III-G, H, J (action by dean and college RPT advisory committee, action by cognizant vice president and University Promotion and Tenure Advisory Committee, final action by president).

5. Informal Reviews

5.1 Procedures for Informal Reviews

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

The file materials provided by the candidate for an informal review shall normally consist of (i) an up-to-date curriculum vitae and (ii) a personal statement that includes a summary of the candidate's progress to date, a description of teaching philosophy, and a description of current activities and future plans, in research/creative activity, teaching, and service. The candidate may choose to submit relevant supplementary material. These materials should be submitted by the candidate to the Department Chair by August 30 and may be updated until the close of files on September 15.

In the case of a candidate having a "joint" appointment in another academic department or a "shared" appointment with an interdisciplinary academic program, the Department Chair shall notify the appropriate administrator of the other unit in writing of the informal review by April 15 and invite the unit to submit a report with that unit's perspective on the candidate's progress toward tenure, which should be submitted to the Department prior to August 30. Any materials forthcoming from such a unit will be added to the RPT file and a copy provided to the candidate.

No ad hoc committee is involved in cases of informal review, and no external evaluations are solicited by the department. No later than two weeks prior to the department RPT Advisory Committee meeting in Fall Semester, the RPT Advisory Committee Chairperson will appoint an individual to review the candidate's file, meet with the candidate, and write an informal review report that evaluates progress toward tenure. A copy of this report will be provided to the candidate and added to the RPT file. The candidate shall have the opportunity (but not an obligation) to provide a written response to the report.

The RPT Advisory Committee will then meet to discuss the report and any response of the candidate, and agree on feedback to be provided to the candidate. The RPT Advisory Committee Chairperson shall prepare a summary report of the meeting, and shall then place in the candidate's file: (i) the initial report, (ii) any response of the candidate, and (iii) the summary report of the RPT Advisory Committee's meeting. After studying the candidate's record, the Department Chair shall prepare his/her written recommendation to be included in the file. After all informal reviews, the Department Chair shall meet with the candidate to discuss the report and his/her progress. The informal review normally concludes at this point. If the Department Chair or members of the RPT Advisory Committee conclude that circumstances call for triggering a formal review, one shall begin in accord with University Policy.

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

5.2 Triggering Formal Retention Reviews

If a tenure-track faculty member does not demonstrate clearly adequate progress in an informal review, an early formal review may be "triggered" by the College RPT Advisory Committee or the Department Chairperson, according to University Policy.