

**Procedures, Standards and Criteria for Retention,
Promotion, and Tenure For Faculty in the
Division of Physical Therapy,
College of Health, University of Utah
November 2004**

Faculty of the Division of Physical Therapy at the University of Utah considers its fundamental mission to be consistent with that of the University. The Division seeks to:

1. Address the health care needs for physical therapy of the community, state, and region by educating physical therapy practitioners;
2. Investigate, discover and transmit knowledge related to physical therapy;
3. Provide services to the academic, professional, and general communities in which the Division is involved.

Faculty regard physical therapy as a health care profession that has its primary purpose, the promotion of human health and function through the application of scientific principles to identify, assess, correct, prevent, or alleviate acute or prolonged human impairment, functional limitation, and disability. This fundamental belief of the faculty is that their roles are reflected in the mission of the Division. That belief aligns with the University of Utah's primary mission, which includes creating an environment where the highest standards of scholarship and professional practice are observed, and where the responsibilities to students are conscientiously met.

Chapter V contains the Faculty Regulations (Number 9-5.1; <http://www.admin.utah.edu/ppmanual/9/9-5-1.html>) of the University of Utah describing the procedures for retention, tenure and promotion. According to Chapter V, a periodic review will

be scheduled during the probationary period of a faculty member to decide upon the retention of all non-tenured faculty members, including visiting faculty, in the Division of Physical Therapy.

The consideration of retention may be either formal or informal. Formal consideration is required by Faculty Regulations for a recommendation of tenure or termination and will be given to all non-tenured faculty members in their third probationary year and to Assistant Professors in the fifth probationary year and the seventh (or final) probationary year. Formal evaluation of the candidate will be completed by the Retention, Promotion and Tenure Committee (RPT Committee) of the Division of Physical Therapy. The results of the review will be forwarded to the Chair of the Division of Physical Therapy, the College (Personnel) Advisory Committee (CAC), the Dean of the College of Health, the Senior Vice President for Health Sciences, and the President of the University for official action. Informal review, as described in Faculty Regulations, involves evaluation of the dossier of the candidate by the Division RPT Committee, Division Chair, Division Student Advisory Committee, and by the Dean of the College of Health and generally is provided to give direction to the candidate regarding their efforts and performance. Following either the informal or formal review, the candidate will receive a letter from the Division Chair containing the summary of the evaluation of the performance of the candidate to date, based on input from the various individuals and entities involved in the review process.

Division of Physical Therapy faculty with joint appointments with other departments, divisions, or programs in the University will also be reviewed according to the following standards.

Guidelines for Preparation of Candidate's File

The candidate should compile all elements of the file with the exception of the SAC recommendation, the letters of evaluation, and the letters from the committee and administrators.

The complete file should be prepared according to the format outlined in document titled **College of Health PROMOTION and TENURE DOSSIER GUIDELINES** located at the end of this document. Furthermore, the following items should be included in the dossier.

1. SAC Recommendations must be included in the file.
2. Letters of Evaluation. It is recommended that there be a minimum of five external peer evaluation letters. A peer is a recognized scholar in the same area of expertise, is from outside the University and is able to interpret the academic work of the faculty member. Reviewers not in an academic setting must have nationally recognized expertise. It should be stated whether the requested letters are to be confidential or non-confidential. During the formal review year, the Chair will ask the candidate to submit a list of at least five external peers who can evaluate the candidate's expertise in scholarship and service. The Chair will select additional peers for evaluation of the candidate's file. The Chair will then select from eight to ten persons (a minimum of five of these persons will be selected from the candidate's list) to be asked to submit letters and write to them requesting letters of evaluation addressing the candidate's contributions to scholarship, service and/or teaching. The evaluators selected will be sent copies of the candidate's current vitae and copies of the Division RPT Procedures, Standards and Criteria for promotion and tenure, and representative copies of

publications or other materials related to specific criteria (i.e. software products, etc.).

3. Division RPT Committee Letter of Recommendation
4. Division Chair Letter of Recommendation

Division RPT Advisory Committee

1. Committee membership:
 - (a) Retention. All Division tenured faculty members of equal or higher rank and all non-tenured regular faculty members of higher rank than that held by the candidate for retention are eligible to participate in the consideration of and to vote on recommendations in individual cases on matters of retention.
 - (b) Promotion. All Division regular 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.
 - (c) Tenure. All Division tenured faculty members whose rank is equal to or higher than the rank currently held by the candidate for tenure, and all non-tenured regular faculty members of higher rank than that proposed for the candidate for tenure, are eligible to participate in the consideration of and to vote on recommendations in individual cases on matters of tenure.
2. Chairperson. The chairperson of the Retention, Promotion and Tenure advisory committee shall be elected annually from the tenured members of the Division. In this election all faculty members of the rank of professor, associate professor, assistant

professor, and instructor shall be entitled to vote. The Division Chair is NOT eligible to chair this committee.

3. Quorum. A Quorum of a Division advisory committee for any given case shall consist of two-thirds of its members. However, any member unable to attend the meeting because of formal leave of absence or physical disability shall not be counted in determining the number required for a quorum.

Action by the Division Retention, Promotion, and Tenure Advisory Committee.

1. Considerations. The Division Chair shall call a meeting of the Division Retention, Promotion, and Tenure Advisory Committee annually to consider the retention of all non-tenured regular faculty members, the promotion of regular faculty members, and the possible award of tenure to non-tenured regular faculty members.
 - (a) The retention consideration given each year to non-tenured faculty members may be either informal or formal, except as provided in the following sentence, as deemed appropriate by the Division advisory committee. Formal consideration is required for a recommendation of termination. Formal consideration will be given to all non-tenured regular faculty members in their third and fifth probationary year.
 - (b) Informal considerations resulting in a recommendation for retention may lead to formal recommendations for retention.
 - (c) Formal consideration for retention, promotion, or tenure requires thorough examination and documentation of the candidate's academic competence and

performance in accordance with the pertinent criteria and in conformance with the procedures prescribed in this subsection.

- (d) Notice to student advisory committee and the Division faculty. Prior to convening the Division Retention, Promotion, and Tenure Advisory Committee, the Division Chair shall request the Division Student Advisory Committee to complete an evaluation of the faculty member. The student advisory committee shall be given at least three weeks to prepare its recommendations. Upon failure to report after such notification, and with attempts by the Division Chair to obtain the reports, the student advisory committee's recommendations shall be deemed conclusively waived. Absence of the student report shall not thereafter be a cause for complaint by faculty members appealing an adverse decision.

Interested faculty members in the Division will be asked to submit written recommendations with respect to each candidate to be considered, stating as specifically as possible the reasons for each recommendation.

2. Notice to candidate. Each candidate for retention, promotion, or tenure shall be given at least three weeks advance notice of the meeting and an opportunity to prepare a file according to the College of Health RPT Dossier Guidelines.
3. Materials to committee. The Division Chair shall forward to the Division RPT Advisory Committee, the recommendations from external reviewers and the student advisory committee, and the candidate's dossier.
4. Committee report. After due consideration, a vote shall be taken on each candidate for retention, promotion, or tenure. The vote shall be taken at the formal meeting of the Division RPT Committee. The secretary of the committee shall make a record of the vote

and the findings and recommendations of the department advisory committee. This summary report of the meeting, signed by the committee secretary and bearing the written approval of the committee chairperson will be made available for inspection by the committee members. After allowing an inspection period of not less than two days, nor more than five days, and after such modification as the committee approves, the secretary shall forward the summary report to the Division Chair and the candidate, along with a list of all faculty members present at the meeting.

Action by Department/Division Chair.

1. Recommendations. After studying the dossier relating to each candidate, the Division Chair will prepare his/her written recommendation to be included in the file on the retention, promotion, or tenure of each candidate, including specific reasons for the recommendation.
2. Notice to candidate. Prior to forwarding the dossier, the Division Chair will send an exact copy of the Chair's evaluation to the candidate.
3. Candidate's right to respond. The candidate will have the opportunity at this time, but not the obligation, to add a written statement to his/her formal dossier in response to summary report of the department faculty advisory committee and/or the evaluation, which is sent to the candidate. If the candidate chooses to add such a statement to the file, that statement must be submitted to the Division Chair within seven days of the date upon which the Chair's evaluation is delivered to the candidate. If the candidate submits a written statement to the Division Chair within this time limit, the candidate's statement shall be added to the review file without further comment from the Chair.

4. Forwarding files. The Division Chair will forward the entire file for each individual to the Dean of the College of Health.

Action by Dean and College Advisory Committee.

1. Referral of cases to the College Advisory Committee:
 - (a) Retention. If termination of a candidate is recommended by the Student Advisory Committee, or the Division RPT Advisory Committee, or the Division Chair, the Dean will transmit the entire file on that candidate to the College Advisory Committee. The Dean (at his/her discretion) may request the College Advisory Committee to review and submit recommendation on any other candidate for retention.
 - (b) Promotion or tenure. The Dean will forward the entire file in all cases dealing with promotion or tenure to the College Advisory Committee.

Suggested normal progression for Assistant to Associate Professor is seven years and from Associate to Professor, a minimum of five years. A faculty member may, upon demonstrating superior performance, be promoted or tenured prior to the minimum seven- year probationary period.

This document is in compliance with that part of Chapter V, Section 2 of Faculty Regulations in the Policy and Procedures Manual 9-5.1 that requires that all individuals concerned be provided a written statement of policy to contain the following: (a) the criteria for retention, tenure and promotion; (b) performance with respect to the criteria.

CRITERIA

Each of the following criteria will be considered by the Division Retention, Promotion and Tenure Committee and the Chair of the Division, during the review of the candidate.

I. Teaching

II. Scholarship/Research and/or Other Creative Work

III. Service

I. TEACHING

Teaching involves all activities directly associated with the education of students. It occurs in a variety of settings and involves numerous types of activities including, but not limited to, classroom instruction, clinical and laboratory instruction, supervision of independent study projects, involvement with student supervisory committees, advisement, and administrative functions.

A. Administrative Functions of Teaching

- 1) This includes in-depth planning and organization of subject matter. A course outline must accompany each course taught that includes a course description, objectives, selection of course content, teaching methods, and explicit evaluation (grading) procedures. Also included as administrative duties of teaching are meeting classes as scheduled, integration of media into teaching, preparing and administering exams, returning exams and assignments with appropriate feedback to students, keeping regular office hours, supervision and direction of independent study and field work experiences. Other considerations are quality of course outlines, materials, handouts, examinations, etc., availability for student consultations during non-teaching hours, currency and appropriate depth and breath of course content, provision of atmosphere

conducive to students asking questions, and demonstration of fairness and respect in all dealings with students.

B. Graduate Teaching

Higher levels of cognitive learning are a hallmark of graduate programs. Courses are expected to enhance critical thinking and problem solving abilities of learners in physical therapy. Generally, graduate teaching involves theories, principles, history, philosophy, and research, and focuses on skills and techniques, and supervision and direction of graduate student research, such as thesis, dissertations, and graduate projects.

C. Advisement

Each faculty member is expected to advise students. Advising entails having knowledge of programs, services, and options available and conveying this to the student. Students should be made aware of when to complete forms, meet deadlines and when to complete educational objectives in a timely manner.

D. Classroom Instruction

Classroom instruction includes the planning, organization, and implementation of instructional activities within formal courses offered by the Division. These instructional activities may take a variety of forms, including but not limited to, discussion, role-playing, lectures, simulation, computer assisted instruction, case studies, and off campus educational experiences, course and curriculum development, demonstrated by courses and credit hours taught, development of instructional material and audiovisual aids and willingness to accept challenging teaching assignments.

E. Supervision of Students

Faculty members may be expected to supervise independent student learning. Supervision includes, but is not limited to, such activities as individual research studies, clinical or research experience, and involves the direction, coordination, and evaluation of the independent work. If the candidate has participated in supervision of independent learning of a student(s), documentation of the activities and reviews by the students can be included as a part of the dossier.

Indices of Teaching Competence

(Not in rank order: ••• Most important, •• Important, • Less important)

- Results of student evaluations relating to the instructional performance of the individual faculty member. Student information used in evaluating teaching performance may come from the following sources:
 - a. Mandatory student course evaluations administered by someone other than the candidate. The Division Chair has the responsibility to make certain that these evaluations are conducted.
 - b. Division Student Advisory Committee reviews.
 - c. Division standard, faculty conducted student exit interviews, which are completed prior to a student's graduation.
- Overall value to the Division as a teacher, as evidenced by a formal letter of recommendation from the Division Chair.
- Quality of completed master's or doctoral projects supervised either as the chair or as a member of the supervisory committee.

- Evidence of efforts to improve teaching skills or to share the challenge of teaching core curriculum courses.
- Quality of supportive material (course outlines, examinations, handouts, assignments, etc.)
- University or College wide awards for teaching excellence.
- Appointed as an adjunct or clinical faculty member in another department on campus or at another university based upon teaching ability.

Performance Levels for Teaching

- Level 0.** Does not accept new or needed teaching duties or accepts them grudgingly. Students express concern that assignments are not made with a sense of fairness or timeliness, nor are made with clear direction or understanding or usefulness to the learning process.
- Level 1.** Accepts and performs teaching duties as listed in the indices of teaching. Participates on project/thesis/dissertation committees, performs necessary administrative functions, provides students with the appropriate course materials, prepares for classroom instructional activities, and is available for student consultations.
- Level 2.** Good teaching is evident in high quality performance on some combination of the teaching duties as listed in the indices of teaching.
- Level 3.** Excellent teaching is evident in high quality performance on several of the teaching duties as listed in the indices of teaching.

II. SCHOLARSHIP/RESEARCH and/or OTHER CREATIVE WORK

Scholarship/research and/or other creative work should be reflective of the mission of the Division of Physical Therapy and the University of Utah. Likewise, faculty activities should reflect a professional and academic commitment to learning through various intellectual activities in order to advance the body of knowledge related to the discipline of Physical Therapy. Although faculty members interests and aptitudes for scholarship may vary, the Division expects each faculty member (occupying a tenure-generating position) to demonstrate a focused line of research as demonstrated by published refereed papers, success in submitting and attracting external grants and contracts, and evidence of an emerging presence as an authority in their focused area of work. Research abstracts and presentations at professional meetings may enhance the overall record of scholarship, however, they cannot substitute for the publications in scholarly and refereed journals. While collegial research efforts are encouraged, the candidate must demonstrate that he or she is the first author on some of the published papers.

Quality and a sustained record of publications are more important than quantity at all levels.

In its consideration of scholarship/research and/or other creative work, the Division of Physical Therapy will take into account as many different types of related material as possible. Some of these are monographs, articles, textbooks, book reviews, presentations at scholarly meetings, invited lectures, editorial consultantships, scripts, films, video tapes, recordings, consultantships which lead to articles, grants and awards, and abstracts.

Indices of Scholarship Competence

(Not in rank order: ••• Most important, •• Important, • Less important)

- Publication of refereed articles in scholarly journals.
- Published books, monographs, and book chapters.

- Completed technical reports and proprietary documents.
- Funding of grants for research and/or training projects.
- Funding of Research Contracts.
- Presented papers at professional meetings.
- Scholarly contributions in media and computer programs.
- Published abstracts of original research.
- Published articles in non-refereed proceedings and journals.
- Publication of book or monograph reviews and abstracts of journal articles or other completed research.
- Evidence of work in progress and submitted manuscripts.
- Non-funded proposals for research and/or training projects.

Performance Levels for Scholarship

Level 0. There is no or little evidence that the candidate has a focused and consistent line of research, has published articles in refereed journals, or made an effort to meet the indices for scholarship.

Level 1. Evidence of on-going research activity is present. Publishes, presents, and/or participates in developing and disseminating scholarly work associated with the indices of scholarly competence.

Level 2. Evidence of continuing research activity is present. The candidate has made high quality contributions through activities associated with the indices of research competence. One or more areas of emphasis in the candidate's research activities

are emerging and the candidate has made significant contributions in those areas through the activities listed under the "Indices."

Level 3. The candidate has made significant contributions to the body of knowledge through the activities associated with the above indices. There is a focused line of research and sustained publication record in refereed journals. The candidate is generally recognized as an authority in an area or areas of special emphasis. Evidence of extensive continuing scholarly activity is present.

III. SERVICE

Service consists primarily of University, College, and Division committee work and service to the profession of Physical Therapy. It includes such activities as invited lectures; consulting; accepting work on special projects and committees relating to the operation of the Division, College, or University; working with public projects which benefit the community; and participating in the operation and conduct of professional associations. The list is intended to be suggestive rather than exhaustive. To be considered "service," the activity must be clearly related to the professional competence or position of the faculty member.

Indices of Service Activities

(Not in rank order: ••• Most important, •• Important, • Less important)

- Division, College and/or University administrative work.
- Chair of Division, College and/or University committees.
- Involvement as an officer, board member, committee member, or a member of state, regional, national, or international professional organizations.
- Invited lectures.

- Chair or coordinator of conventions or professional meetings the state or national level.
- Member or chair of external evaluation teams.
- Appointed consultant in area of expertise.
- Member of Division, Department, College and/or University committees.
- Public service participation (radio talks, television appearances, etc.
- Participation in editorial review process for refereed journals.
- Membership on editorial board of professional journals.
- Community service activities

Performance Levels for Service

Level 0. There is no or little evidence the candidate has served on Division, College or University Committees. The candidate will not or is unwilling to accept assignments or begrudgingly accepts service assignments.

Level 1. Accepts and performs those duties constituting an average share of service activities in the Division, College, University or professional service related to physical therapy. While this standard allows for declining to serve when the faculty member believes they are not qualified or are sufficiently burdened without additional assignments, his/her share of service activities must be maintained.

Level 2. Exhibits leadership within the Division, College, or University with regard to service activities. His/her influence is often felt in the development and/or implementation of Division, College or University activities. The faculty member is also known locally, regionally or nationally, for service contributions. He/she

makes noteworthy contributions at one or more of these levels, serving the academic community for the greater public good.

Level 3. Provides leadership in service activities. The faculty member is known locally, regionally, and/or nationally for outstanding service. He/she may be an officer or committee leader in an association at one or more of these levels serving the academic community for the greater public good. He/she may be an organizer of meetings, a spokesperson for academia, an officer of a professional organization, or consultant to government or industry, thus providing significant service to these groups.

Criteria for Retention, Promotion or Tenure for the Different Academic Ranks

Assistant Professor

Faculty members under consideration for retention at the Fifth Year Review at the rank of Assistant Professor must provide clear evidence of having achieved a Level 2 or above performance in two areas (scholarship, teaching, service). Scholarship must be one of these two areas.

I. Retention as Assistant Professor

<i>Academic Year</i>	<i>Scholarship</i>	<i>Teaching</i>	<i>Service</i>
a. Third year	Level 1	Level 1	Level 1
b. Fifth year	Level 2		

II. Tenure as Assistant Professor

Tenure at the Assistant Professor level will occur only under extraordinary circumstances as outlined in Faculty Regulations.

Associate Professor

Faculty members under consideration for promotion from Assistant Professor to Associate Professor with tenure must provide clear evidence of having achieved a Level 2 performance in all three areas (scholarship, teaching, service).

I. Retention as Associate Professor

<i>Academic Year</i>	<i>Scholarship</i>	<i>Teaching</i>	<i>Service</i>
	Level 2	Level 2	Level 2

II. Tenure as Associate Professor

<i>Academic Year</i>	<i>Scholarship</i>	<i>Teaching</i>	<i>Service</i>
	Level 2	Level 2	Level 2

Professor

Faculty members under consideration for promotion from Associate Professor to Professor should be an acknowledged authority in an area of expertise as evidenced by continuous and significant contributions to the refereed literature. The candidate should have a record of excellence in the classroom and as a thesis or dissertation advisor for students. The faculty member will demonstrate success in attracting grants and contracts to support their research agenda or related to the goals of the Division (i.e., training grants, etc.). The Professor will demonstrate an expanded leadership role in the Division, College, University, and professional associations. Promotion from Associate Professor to Professor will require the candidate to demonstrate a performance at Level 3 in two areas and Level 2 in the third area.

	<i>Scholarship</i>	<i>Teaching</i>	<i>Service</i>
Retention at Professor	Level 3 in two areas and Level 2 in the other area		
Tenure at Professor	Level 3 in two areas and Level 2 in the third area		

COLLEGE OF HEALTH

PROMOTION and TENURE DOSSIER GUIDELINES

1. COVER PAGE

Include name of candidate and table of contents. All pages should be numbered.

2. CONFIDENTIALITY WAIVER (Optional)

All faculty have the option of signing a “waiver of Access” form for outside letters of evaluation. The signed original should be included in this section. Execution of the waiver is voluntary.

3. POSITION DESCRIPTION (Optional)

A copy of the candidates’ current position description may be included. If significant shifts in assignments have occurred, earlier position descriptions should be included.

4. CANDIDATE’S STATEMENT

The candidate should include a statement (three page maximum) that addresses the individual’s contributions in the areas of teaching, advising and other assignments; scholarship and creative activity; and service.

5. STUDENT ADVISORY COMMITTEE LETTER OF EVALUATION (as appropriate)

Students must be invited to participate in the review of faculty for promotion and tenure.

The supervisor of the tenure unit will select and invite an appropriate number of students to evaluate that portion of the candidate’s dossier related to teaching. A letter of evaluation written by the student representatives will be added to the dossier.

6. ADMINISTRATIVE LETTERS OF EVALUATION

Departmental/Division Advisory Committee letter

Department Chair or Division Director letter

Letters from the other administrators with supervisory responsibility (if appropriate)

College Advisory Committee letter

Dean's letter

It is important that these letters be letters of **evaluation** and not letters of **advocacy**. They should address both the strengths and relative weaknesses in the candidate's record of performance. These letters should not simply be a restatement of evaluations at lower administrative levels. Summarize primary points made by each external evaluator for faculty who have signed "Waiver of Access" forms. Identify evaluators only by a coded reference number or letter when referring to a comment in a confidential letter. All events in the dossier should be dated.

7. **PROMOTION AND TENURE VITA**

The vita for promotion and/ or tenure review may vary from the standard vita. It should be formatted to follow the section heading below.

A. **EDUCATION AND EMPLOYMENT INFORMATION**

The year, major field of study, and degree obtained from each institution should be identified. The year, location, and institution for each position held since the baccalaureate should be included in this section.

B. **TEACHING, ADVISING AND OTHER ASSIGNMENTS**

1. **Instructional Summary**

a. **Credit Courses**

Present a chronological listing of course numbers, term, year, and number of students enrolled.

b. Non-Credit Courses and Workshops

Present a chronological listing of non-credit courses, international training programs, workshops, seminars, Extension programs, and continuing education programs in which a candidate has had a major responsibility. Indicate the candidate's role (program participant, program organizer, etc.)

c. Curriculum Development

List primary contributions in curriculum development and give dates (e.g. courses developed, curriculum committee service, etc.)

d. Graduate Students and Postdoctoral Trainees

List current and former graduate students and postdoctoral trainees for whom the candidate has had a major instructional responsibility. Indicate instructional role (major professor, graduate committee member, etc.) and year the degree was or will be completed.

2. Student Evaluation

Summarize all course/program evaluations with numerical ratings. The number of students in the course who submitted evaluations should be identified. The summary should include an analysis of performance over time, e.g. same course by term and year, as well as a comparison of course to department and/or college norms on important variables such as required/not required, core or elective, and level (100, 200...), etc. Letters from individual students, clients or program participants should not be included in this section.

3. Peer Teaching Evaluations

Peer evaluations should be based on a review of course syllabi, texts, assigned reading, examinations, class materials, and other assessments such as attendance at lectures as appropriate for the field and subject area. For each entry, give course and term, a brief description of the review process, and the peer's evaluation.

4. Advising

Describe advising responsibilities, both formal academic advising (give number of student advisees, how often they typically meet with the adviser), and co-curricular advising (e.g. faculty adviser for student professional organization). Provide evaluations of advising performance, including dates, and describe how student input was obtained.

C. SCHOLARSHIP AND CREATIVE ACTIVITY

Scholarship and creative activity is understood to be intellectual work whose significance is validated by peers and which is communicated. Such work in its diverse forms is based on a high level of professional expertise; must give evidence of originality; must be documented and validated as through peer review or critique; and must be communicated in appropriate ways so as to have impact on or significance for publics beyond the university, or for the discipline itself

1. In identifying scholarly and creative activity, use appropriate headings (e.g. refereed publications, juried exhibits, non-refereed publications). Refereed papers or juried exhibitions or compositions should be listed separately from non-refereed papers or indicated with an asterisk. All authors should be given in the order they appear in the paper (not

“with John Smith and Kathy Brown”). Underline the principal author of each publication if the order of authorship does not adequately reflect overall scholarly contributions. Date of publication, volume, and pages must be given. Where not obvious, the unit head should explain how the work was validated and communicated. The significance of the scholarship and creative activity and stature of the sources in which they appear are appropriate matters for discussion in letters of evaluation for the promotion and tenure committee, the Department Chair/Director, or Dean.

2. For professional meetings, symposia, and conferences, note the dates, location, and role of the faculty member (e.g. organizer, chair, invited speaker, discussant, and presenter).
3. List grant and contract support along with funding agency, dates and name of principal investigator.
4. List patent awards, cultivar releases, and inventions, with titles and dates.
5. List other information appropriate to one’s discipline.

D. SERVICE

Faculty service is essential to the University’s success in achieving its central mission. Service is an expectation for promotion for all ranks at the University of Utah.

1. University Service

List department, college, and University committees (or other responsibilities), with dates.

2. Service to the Profession

List involvement with professional associations/societies, especially offices held, research advisory or review panels, and other evidence of regional, national, or international stature and service to the profession. Provide dates for all activities.

3. Service to the Public (professionally related)

List service provided to the public, which is consistent with professional training and responsibilities. Provide dates. Service that is relevant to a faculty member's assignment, and which draws upon professional expertise or contributes significantly to university relations, is considered and valued in promotion and tenure decision.

E. AWARDS

Include awards received from professional organizations/societies, the University of Utah, civic or community groups. The nature of the award and reason received, grouped, to the extent possible, into the following headings.

1. National and International Awards
2. State and Regional Awards
3. University and Community Awards

8. **LETTERS OF EVALUATION**

Solicited letters of evaluation from outside leaders in the field (five minimum, eight maximum). Letters should generally be from leaders in the candidate's field, chosen for

their ability to evaluate the candidate's scholarly work. Only in rare cases should letters be solicited from co-authors, co-principal investigators, former professors, or former students. Letters should generally be from tenured professors or individuals of equivalent stature outside of academia that are widely recognized in the field.

The candidate may submit a list of individuals meeting these criteria and, from this list, at least three will be selected by the department chair/division director (or chair of the unit's Promotion and Tenure Committee). The other reviewers are to be selected by the Chair/Directors, in consultation with the candidate. A representative form letter is attached, but any reasonable variation is acceptable. Include a copy of the actual letter used. Each reviewer should be sent a copy of the candidate's personal statement, and current vita. Copies of publications are not usually sent to reviewers, but may be sent at the discretion of the individual soliciting the letter. Letters from external reviewers should

be available prior to initiating the review of the dossier.

9. OTHER LETTERS AND MATERIALS (optional)

Additional letters from sources other than administrators, unit promotion and tenure committees, the student committee, and external reviewers are not necessary. Signed letters of support or advocacy from friends, colleagues, students, and clients should be included only if they are necessary for fairness and balance. If there is some compelling reason to include such letters, the unit supervisor should write a statement identifying the significance of the letters, whether solicited or unsolicited, and the need to include them in the dossier. All letters should be letters of evaluation and should be open to the

candidate. Include any other material that may be relevant to a full and fair review.

10. CANDIDATE'S SIGNED STATEMENT

Prior to the dossier receiving its first formal review, the candidate should sign a statement that he or she has reviewed the open part of the dossier and that it is complete and current. The candidate retains the right of access to recommendations added by administrators and personnel committees.