

Demystifying RPT Experience at UVM: First Reappointment Review

Presenters

- Nicole Conroy, *Assistant Professor*, Department of Counseling, Human Development and Family Science, College of Education & Social Services (CESS)* *Former Lecturer*
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- Jane Okech, *Professor*, Department of Counseling, Human Development and Family Science and Vice Provost for Faculty Affairs

We want you to be successful at UVM!

- Map out your Reappointment, & Promotion/Tenure Timeline with your Chair
- Many resources (people+documents) available to explain/assist in the RP process
 - CBA, Article 14
 - RP Process, procedures for voting, rebuttals, etc.
 - Unit/Departmental level resources
 - University-wide resources
 - Forms, calendar of review, resources, etc.
 - <https://www.uvm.edu/provost/guidelines-and-forms-reappointment-promotion-and-tenure-rpt>

A Few Important Things to Know!

- Each Academic unit has **RPT Guidelines**, **Annual Performance Review Guidelines**, and **Course Equivalency Guidelines**. *Obtain a current copy & familiarize yourself with it.*
- RP documentation is **handled digitally, using PDF forms** (accessible online)
- In some units, a faculty reporting system (e.g., Digital Measures) is available + can assist with preparing files
 - *Find out how the process is handled in your department/college.*

RP Actions

(Reappointment and Promotion)

For most NTT positions there are **3 types of RP action:**

- **Reappointment Review** = Occurring at conclusion of contract cycle
- **Formal Peer Review** = Unit-level reappointment review, typically every 4 years **(Blue Sheets)**
- **Promotion Review** = University-level review, by request (typically 6th year or later) **(Green Sheets)**
 - *Know your timeline to prepare effectively for review*

RPT Schedule

For most TT positions, the reappointment schedule is:

1st reappointment = Spring of 2nd year

2nd reappointment = Initiated Fall of 4th year

Tenure review = Initiated Fall of 6th year

**Requires External Review for all faculty*

The timeline can be extended up to 3 years (for approved medical leaves, etc.)

Institutional Structures Involved in RPT Actions

1st Reappointment: Unit-Level Review Only: **BLUE SHEETS**

**Provost Review Only in Unsuccessful Cases*

Department
Chair (or
Equivalents in
Schools within
Colleges or
Standalone
Schools

Faculty
Standards
Committee
(FSC) /Dean

2nd Reappointment and Tenure/Promotion: Unit, University & Provost's level of review: **GREEN SHEETS**

Department
Chair(or
Equivalents)

College Level:
**Faculty
Standards
Committee
(FSC)**
(Advisory to
the Dean)

Dean Level
Review

*Faculty
Senate's
Professional
Standards
Committee
(PSC)
(Advisory to
Provost)

*Provost (Chief
Academic
Officer of the
University)

Components of RPT Dossiers

All TT reappointment dossiers have the same basic structure and include:

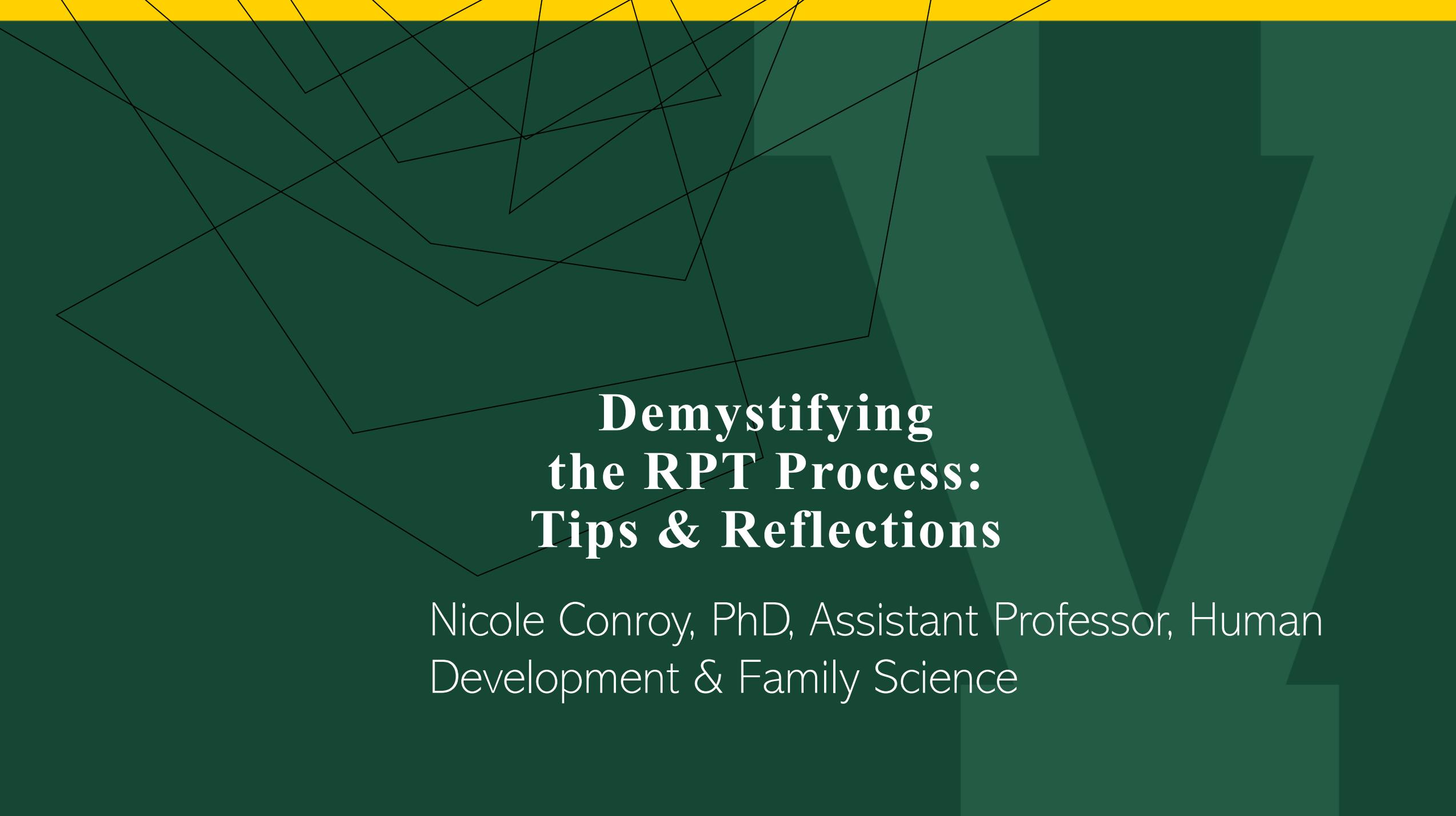
- CV
- RPT form, including narrative responses by the Chair and by the candidate
- Voting/Evaluation by specified individuals/committees (as per review level)
- External Review Summary and Report Section
 - **Chair offers the summary & review of the letters*
- Supplementary documentation
- See copies here: <https://www.uvm.edu/provost/guidelines-and-forms-reappointment-promotion-and-tenure-rpt>

Only use forms you download from this page

RPT Tips and Reflections

March 15, 2024

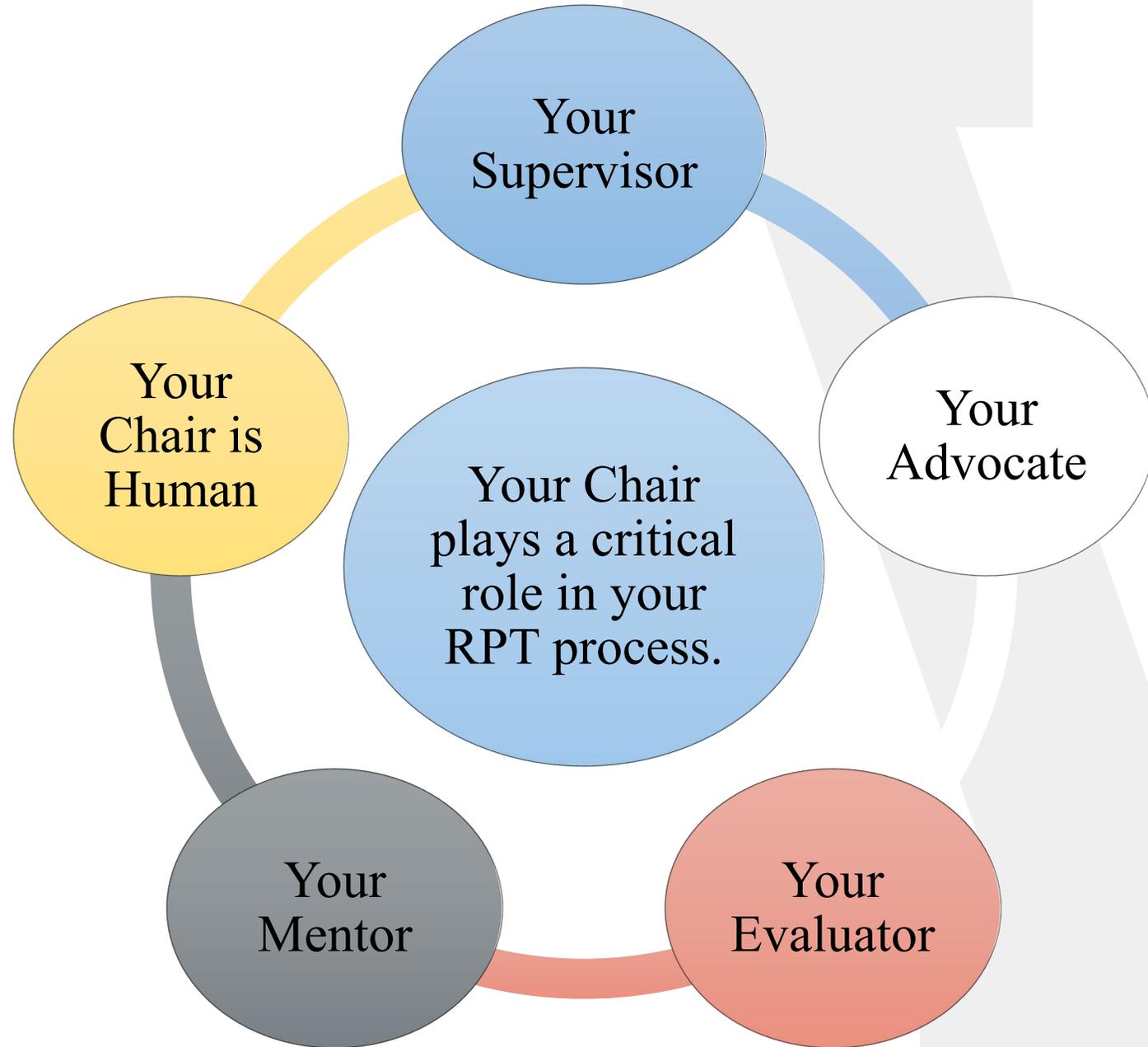
Dr. Colby Kervick, Associate Professor Special Education



Demystifying the RPT Process: Tips & Reflections

Nicole Conroy, PhD, Assistant Professor, Human
Development & Family Science

Your Chair and You



Documentation (and mistakes to avoid)

- *1) Overall Organization*
 - Adhere to word limits – make the strongest case in a concise manner
 - Order of materials, bookmarking of dossiers (e.g., all supporting materials after basic dossier entries; external reviewer CVs positioned after all external letters rather than after each letter; check all links to ensure they work)
 - Do not include scanned documents.
 - Once assembled, candidates' dossiers should be combined into one PDF file with bookmarks rather than separate PDF files.
 - *Limit excessive discipline-specific language and acronyms.*

Documentation (and mistakes to avoid)

- 2) Nature of Contributions to Scholarship
 - It is helpful to know the approximate nature and percentage of the applicant's contribution to co-authored scholarship
- 3) Workload Distribution (by Chair)
 - The chair provides specific workload distribution
 - Include information on the number of courses taught with the estimates of workload percentages
 - How courses are counted varies (e.g., in some units, 40% of teaching equals five courses, and in others, it equals four courses).

Rebuttals & Grievances

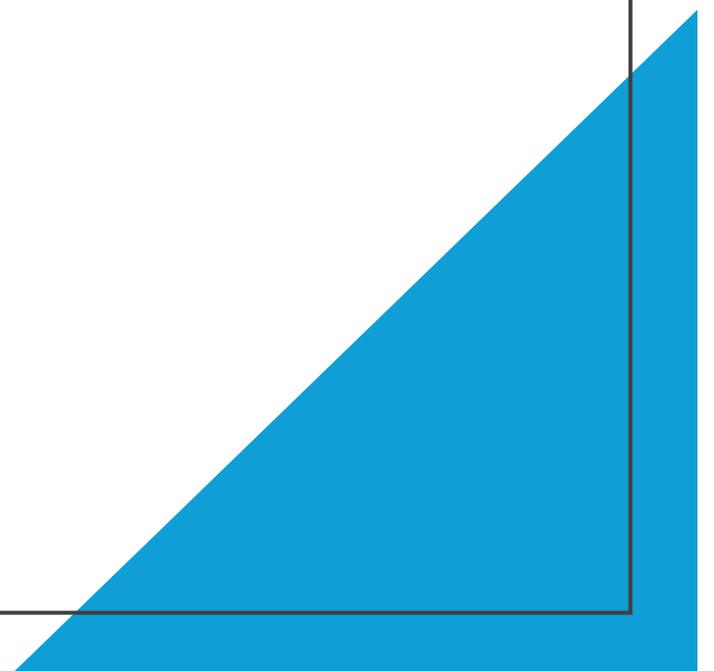
- The CBA provides information regarding letters of rebuttal and supporting documentation, including timelines that must be adhered to by the candidate
- Rebuttals are useful tools for correcting misrepresentation of your record or inaccurate interpretations:
 - *Chair-Submitted within 7 days and may respond to external reviewers as well*
 - *Dean & FSC-Submitted within 10 days*
- See Article 14.9 of the CBA for more information about the grounds on which the Provost's decision could be grieved.

Discussion

RPT Tips and Reflections

March 15, 2024

Dr. Colby Kervick, Associate Professor Special
Education



Introducing Yourself

Through my teaching, scholarship and service I strive to: a.) Prepare highly effective teachers who demonstrate the skills and dispositions to facilitate inclusion (Least Restrictive Environment); b.) Promote research-based practices which foster positive school climate and respond to the individualized needs of students (Free appropriate public education); and c.) Advance family centered-practice so that families of children with disabilities experience equity and are valued in special education processes (Parent and Student Participation).

Note: You may have a narrow focus or a more expansive focus—just lay the foundation for subsequent reviews.

Clearly articulate your Responsibilities

- At the time of your first review, make it clear what the components of your service, teaching and research responsibilities are. Your chair will define this in the terms of the workload, but you should explain it through your lens:

Teaching: *My teaching focuses on preparing pre-service teachers at the undergraduate and graduate levels to utilize research-based teaching strategies to ensure all children have access to, and achieve, in the general education classroom...*

Scholarship: *My scholarship focuses on three primary lines of research: 1.) Family- centered Practice; 2.) Dual Certification Teacher Preparation; 3.) Improving School Climate. These three lines of research all stem from my desire to improve outcomes for students with disabilities and their families as they navigate the K-12 school experience.*

Service: *At the department level I actively participate in meetings and committees including serving on the ELL and Dual certification committees. At the college level I attend CESS meetings and serve on the Doctoral Advisory Committee. At the University level I am the faculty advisor for the student-led Special Olympics Club, and serve on the Curricular Affairs committee. Nationally, I serve as a reviewer for conference proposals for the Council for Exceptional Children (CEC) as well as their Teacher Education Division (TED).*

Set up your systems for tracking

- Prior to submitting your Blue Sheets, create the organizational systems that will work for you to gather the information you need—keep using these systems moving forward for subsequent reviews.
- Things to keep track of: course evaluations, student notes, peer observations of your teaching, CV (update frequently), service activities
- A note about collaborative publications: determine in advance or at time of publication what the percent effort was for each author—you will have to describe that later so planning ahead helps!

Trajectory: Increase visibility over time

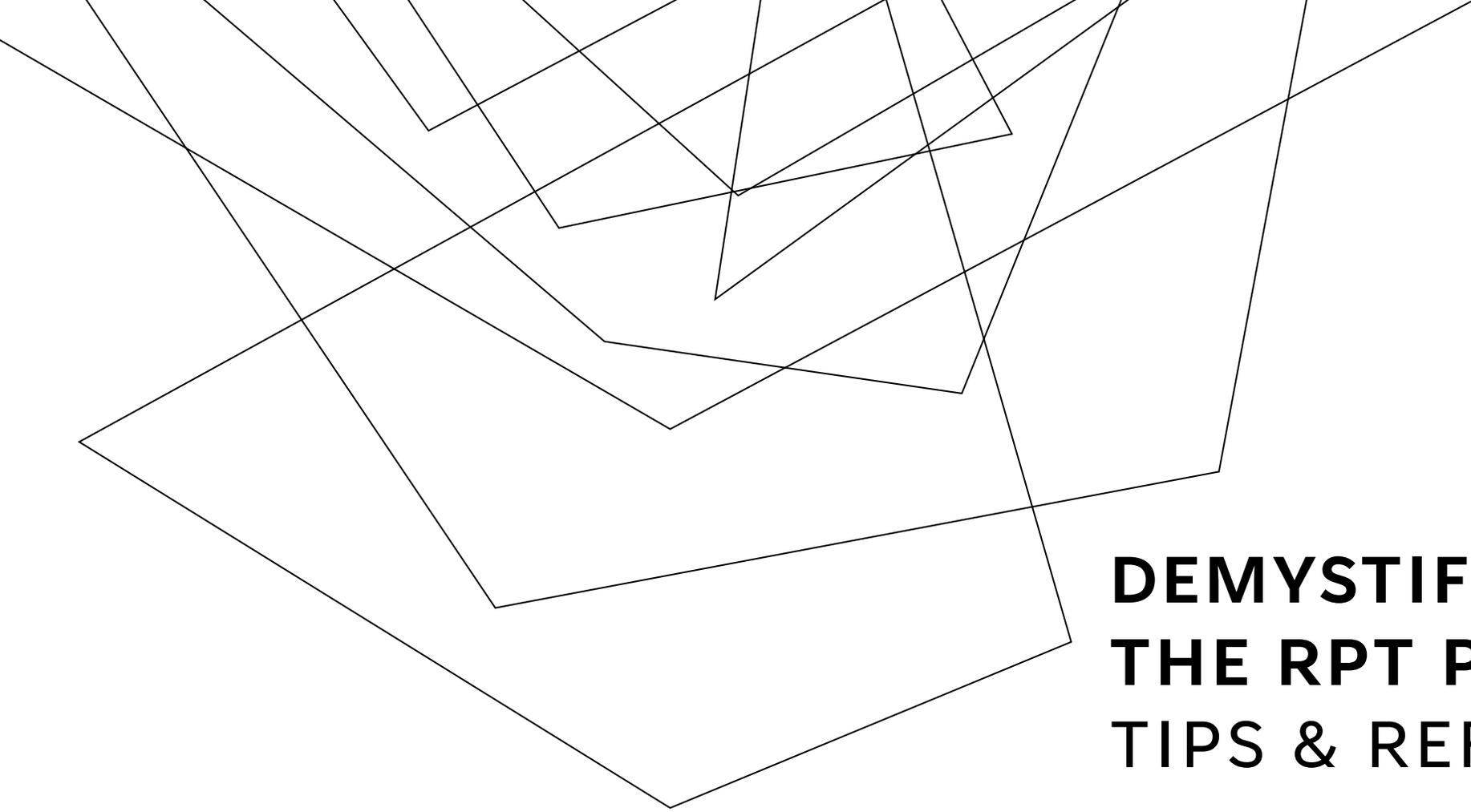
- For lecturers: document how you use feedback and professional development opportunities to develop your teaching over time and then how you mentor others. Present at national conferences—many offer opportunity to present on teaching practices.
- For tenure track, have a plan for how your scholarship will grow over time and how to get your work seen through presenting at national conferences—this is a key way to expand your scholarly network and be primed for identifying external reviewers.
- Think strategically—Which professional development opportunities make the most sense? Which conferences maximize the opportunities for networking?

Seek feedback

- Go beyond the course evaluations-find informal ways to gather student feedback that may be more useful for reflecting on how your practice changes over time.
- Invite colleagues to observe your teaching
- Invite a trusted colleague to review your blue sheets and give feedback prior to submission

Final thoughts

- You are the narrator of your own story.
- If there are things you want to clarify-don't apologize but provide context that may help colleagues reviewing your materials interpret. Put on the positive spin-it's about showing growth and that you are reflective and are committed.
- Be action-oriented—if you don't have many publications initially talk about the work moving forward, ways you are seeking collaborators and strategies you are putting into place to stay the course.
- Change is expected-with each review it's an opportunity to showcase how your work is evolving—embrace the advice of the review committees and show how you've responded with intentionality.

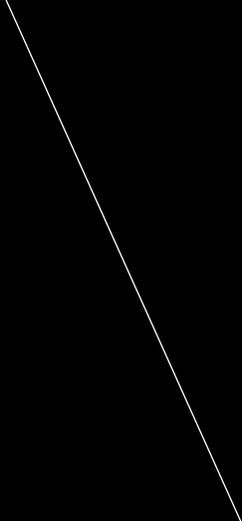
The top left corner of the slide features a complex, abstract pattern of thin black lines. These lines intersect to form various irregular polygons and shapes, creating a sense of depth and movement. The lines are black and set against a plain white background.

DEMYSTIFYING THE RPT PROCESS: TIPS & REFLECTIONS

Nicole Conroy, PhD, Assistant Professor,
Human Development & Family Science

MY JOURNEY

- First-generation student
- Lecturer (2016-2018)
- Assistant Professor (2018-present)
- 2 Parental Leaves
- Currently: Up for Promotion & Tenure



TELLING YOUR STORY: Your Narrative + Evidence

BLUE SHEETS: ASSIGNED RESPONSIBILITIES

Tips

1. Stick to word limits
2. Broad introduction
3. Concise overview for each area
4. Mini teaching philosophy
5. Mini research statement

Summary of Accomplishments

*Since my initial appointment at UVM, I have successfully executed my responsibilities in teaching, scholarship, and service, in addition to several activities above and beyond my official responsibilities in each area. **The interconnectedness of my work in each of these areas also reflects my commitment as a teacher-scholar to bridge research and practice and to build community-university partnerships in and out of the classroom.***

Of note to readers is that my responsibilities and accomplishments discussed herein include work from my 2016-218 Lecturer appointment in Human Development and Family Studies (HDFS) because this work was credited as “Year 1” of the tenure track probationary period.

(CLEARLY) TELLING YOUR STORY

Contextualize Things for Reviewers, E.g.:

Teaching Responsibilities

- 2016-2018 (88%): Work completed during two-year appointment as Lecturer counts as Year 1 of probationary period.
- 2018-2019 (51.5%): Fall 2018 parental leave resulted in one-year extension of probationary period per the [CBA, Article 14.5, d, i](#).
- 2019-2020 (51.5%)

Table 1. *Workload assignments (%)*

RPT Timeline		Teaching	Advising	Research	Service
Year 1	2016-2018**	88	12	0	0
<i>Parental Leave Extension</i>	2018-2019	51.5	7.5	41	7.5
Year 2	2019-2020				
Year 3	2020-2021	44	7.5	37.5	11
Year 4	2021-2022	44	7.5	37.5	11
Year 5	2022-2023 (Oct-Dec 2022 medical leave & Spring 2023 parental leave)**	44 ⁺⁺	7.5 ⁺⁺	37.5 ⁺⁺	11 ⁺⁺

**Note: My 2016-2018 Lecturer appointment in Human Development and Family Science (HDFS) counts as "Year 1" of tenure track probationary period.

(CLEARLY) TELLING YOUR STORY

Tips

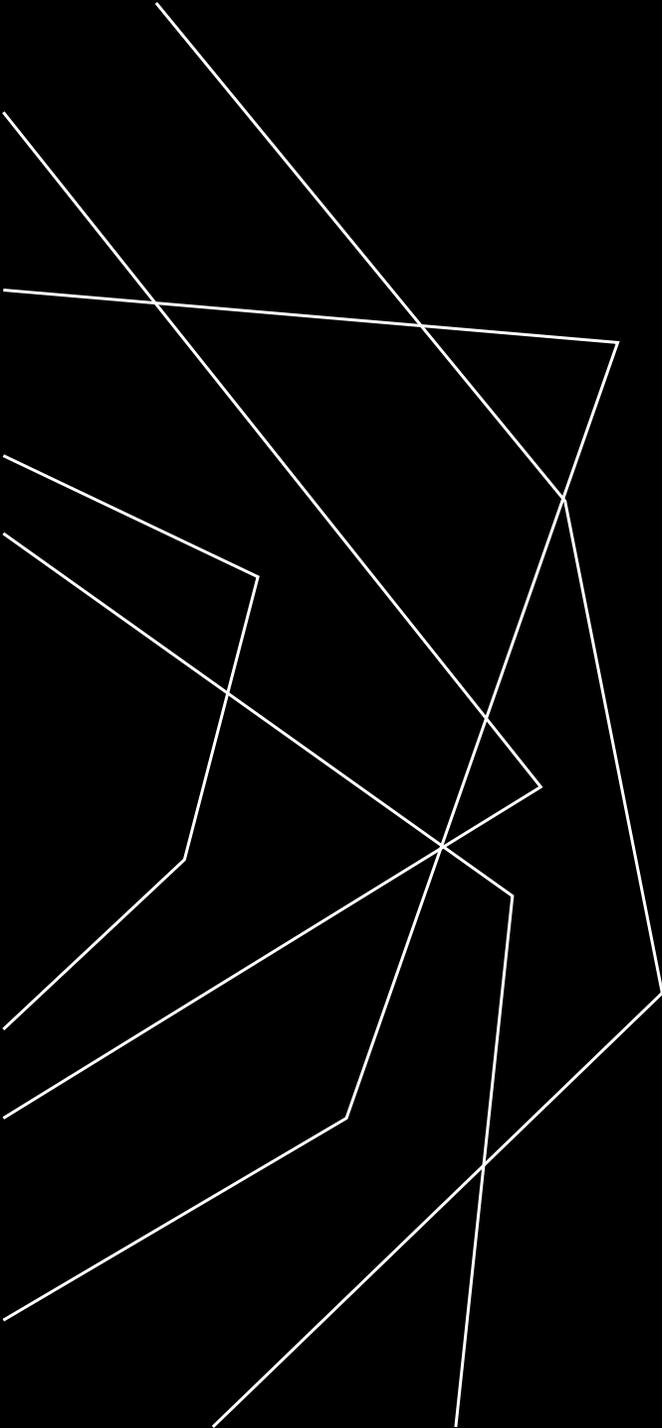
1. Contextualize/
remind throughout
2. Meet with your Chair
3. Seek mentorship
4. Get feedback
5. Ask for exemplary
models

Contextualize Things for Reviewers, E.g.:

*Although my professional goals were to obtain a tenure track position, I was initially appointed as a Lecturer (0% research). I pursued this position because of my desire to work at UVM, the potential for a tenure track line becoming available in HDFs, and the hiring Dean's support of continuing research on overload via external funding. **To keep myself well-suited for a tenure track position, I engaged in two collaborative research projects that strengthened my research skills and contributed to my work on power and interpersonal violence in several important ways: . . .***

TELLING YOUR STORY ***TO OTHERS OUTSIDE OF YOUR DISCIPLINE***

- Make yourself known (department, college, university)
 - Meet regularly with your Chair
 - Contribute, build relationships
- Again, contextualize
 - *Don't* compare yourself to others
 - *Do* help others to understand your work



TELLING YOUR STORY

Portfolio Preparation

CAREFULLY REVIEW RPT EXPECTATIONS & UNIT-LEVEL GUIDELINES

Tips

1. Review early
2. Map out your timeline
3. Create a checklist of to-dos, e.g.:
 - a. RPT due dates
 - b. Publication benchmarks
 - c. Peer observations

Important Resources

- Vice Provost of Faculty Affairs website
- Article 14 of Collective Bargaining Agreement (CBA)
- Unit-level guidelines

SUPPORTING MATERIALS: EVIDENCE OF YOUR SUCCESS

Tips

1. Course eval table
2. “Evidence” folders
3. Update CV regularly

Supplemental Evidence, e.g.:

- Altmetric
- Google Scholar
- Letters of support (CTL/CELO/WID staff, community partners)
- Student testimonials
- Professional development
- Annual reviews
- Program assessments

EXPERIENCE SOMETHING ATYPICAL? SEEK ADVICE & EXPLAIN

Notes. ***Evaluations were not distributed in my name for three co-taught courses in Fall 2016 & Spring 2017. Quantitative items provided here with permission from co-instructors: [HDFS 001](#) & [HDFS 005](#). In Fall 2022, I co-taught [HDF 1010](#) for 6 weeks before taking medical leave for the rest of the semester. Student evaluations, although positive overall, reflect their experiences in the course primarily under the Graduate TA's instruction.*