Demystifying the RPT Process: Focus on Non-Tenure Track (NTT) Faculty

Welcome!

As we settle in, let's check in via the chat with *your name, rank/role, and unit.*

You can also share any questions you have, now or throughout the workshop.

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Presenters

Nicole Conroy, *Associate Professor, Department of Counseling, Human Development & Family Science*

Walter Poleman, *Senior Lecturer, Rubenstein School of Environment and Natural Resources*

Priyantha Wijesinghe, *Senior Lecturer, Department of Civil and Environmental*

Deborah Hinchey, *Senior Lecturer, Department of Biomedical Health and Sciences*

Trina Magi, *Library Professor, Information and instruction Services, University Libraries*

Jane Okech, *Professor, Department of Counseling, Human Development & Family Science and Vice Provost of Faculty Affairs*

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NTT Faculty Roles & Ranks

- *Teaching: Lecturer → Senior Lecturer*
  - LCOM: Instructor → Assistant Professor → Associate Professor → Professor

- **Clinical**: Instructor → Assistant Professor → Associate Professor → Professor

- **Extension:** Instructor → Assistant Professor → Associate Professor → Professor

- *Library: Instructor → Assistant Professor → Associate Professor → Professor*

- **Research:** Associate → Assistant Professor → Associate Professor → Professor

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Focus on NTT Faculty

Responsibilities & Terms of Re/Appointment

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Know What's Expected

- Department Chair

- Collective Bargaining Agreement (CBA, Article 14)

- OVPFA Webpage & University resources

- Unit-level annual review guidelines, RPT guidelines, & course equivalency guidelines

- Trusted senior colleague/mentor

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NTT Terms of Re/Appointment

- Refer to CBA

- Differences by unit, length of service, rank

- Reappointment decisions & grievances

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Focus on NTT Faculty

Reviews, Reappointments, & Promotions:
An Overview

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NTT Annual Reviews & Reappointments

Annual & Reappointment Reviews

- Unit-specific guidelines

- Dept. Chairs or Dean/designee

- Annual review: Every spring
  - Previous 2 semesters or 12 months

- Reappointment review: Prior to

  contract end

Formal (Unit-Level) Peer Reviews

- "Blue sheets"

- Typically every 4 years
  - After 2nd formal peer review: Every 6 years
  - *After promotion: Upon request of faculty or chair (coinciding w/6th year review)*

- Department → Faculty Standards

  Committee → Dean

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NTT Promotion Reviews & Timelines

University-Level Review

- "Green sheets"
- Department review + chair narrative →

- Unit-level FSC review + Dean recommendation →
- University-level PSC review → Provost

Promotion Eligibility

- Lecturers: 6th year / when criteria are met

- Instructor → Assistant Professor: Terminal degree completion

- Assistant → Associate Professor → Professor: When criteria are met

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Reappointment & Promotion

Evaluation Criteria

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General Evaluation Criteria

- **Clinical Faculty**: Quality evidence-based clinical practice (patient care, consultation)

- **Research Faculty:** Scholarship/research & other workload duties

- **Extension Faculty:** Teaching, advising, research/scholarship/creative work, & service

- **Library Faculty:** Contributions to educational, research, and service missions to UVM and the Libraries

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NTT Promotion: External Reviews

No External Reviews

Promotions from:

- Lecturers → Senior Lecturer

- Research Associate → Research Assistant Professor

- Instructor → Assistant Professor

External Reviews Required

Promotions for:

Assistant & Associate:

- Clinical Professors

- Research Professors

- Extension Professors

- Library Professors

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Telling Your Story

Your Narrative & Evidence

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General Recommendations

- Sustained excellence, development over time

- Keep records of work, including updated CV

- Discuss promotion at annual review meetings

- Reconcile CV and dossier

- Craft a compelling, cohesive narrative

- Articulate your growth, impact, & trajectory

- Provide examples + evidence

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Walter Poleman, PhD

Senior Lecturer, Rubenstein School of Environment & Natural Resources

Director, Field Naturalist Graduate Program

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Walter Poleman, PhD

- Ecologist at UVM since 1997

- Senior Lecturer, Rubenstein School of Environment & Natural Resources (since 2005)

- Niche

- Director, Field Naturalist Graduate Program (since 2019)

- Faculty Director, GreenHouse Residential Learning Community (until 2019)

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My Blueprint as a Faculty Member

- Teacher – Scholar

- Boyer's Model of Scholarship

    1. Scholarship of Discovery

    2. Scholarship of Integration

    3. Scholarship of Engagement

    4. Scholarship of Teaching

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Scholarship of Integration

- Sustsainabilty Faculty Fellows

- GreenHouse Residential Learning Community

- Planetary Health

- Building the Bridge

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Scholarship of Engagement

- Burlington Geographic

- "let the knowledge the city, and the city serve as classroom"

- PLACE (Place-based Landscape Analysis & Community Engagement) Program

- Place-Based Education Certificate

- Ecological Planning Laboratory

- Sponsored Master's Research Projects

- United Nations

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Scholarship of Teaching

- Center For Teaching and Learning

- Office of Community-Engaged Learning

- Teaching Awards – nominations, class visits, committees

- GTA and UTA mentoring `

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Priyantha Wijesinghe, PhD

Director of Curricular Enrichment and Senior Lecturer in Civil and Environmental Engineering, CEMS

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Recommendations for NTT Teaching Faculty

Tell your story with data and graphs

- Show the trajectory of growth
- Format to save reviewer time; make it skimmable and easy to navigate

Teaching

- Showcase evidence of growth
- Highlight the innovations in the classroom
- Mention major changes and additions to course materials, delivery, and assessment
- Share students' feedback

Don't underestimate the service

- Link the service activities to the mission of the university, college, and department
- Highlight your influence (local, regional, and national)
- Keep track of service activities by color-coding the calendar
- Use annual performance evaluation reports

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Examples: Course Development and Activities

Student Evaluations

<u>*CE 273 Structural Design - Wood (SP18 – SP21)*</u> **[INPR → REMT in SP20, INPR & REMT in SP21]**
This is a senior/graduate level, three-credit, project-based design elective for civil engineering students. This course is regularly updated to comply with the changes in the building codes such as the International Building Code (IBC), National Design Standards for Wood Construction (NDS) and ASCE Minimum Design Loads.

*Course Developments and Activities in SP18:*
- *Guest Lecture by Dr. Ben Brungraber* (Friday, April 13, 2018): Dr. Ben Brungraber, a pioneer in the field of heavy timber construction, discussed the traditional post and beam construction and its engineering, which is unique and is part of the construction heritage in New England.
- *Field Trip 1: Torrey Hall - UVM,* (Friday, February 16, 2018): Students visited the Torrey Hall at UVM to study the renovation and restoration process of the fire damaged building, met with the project engineers and discussed the process of renovating historic structures and the factors associated with the decision making process.
- *Field Trip 2: Breeding Barn, Shelburne Farms, Shelburne,* (Friday, April 6, 2018): Students visited the Breeding barn at Shelburne Farms to study the in-situ repairs of the roof truss and the historic preservation work carried out in 2010.
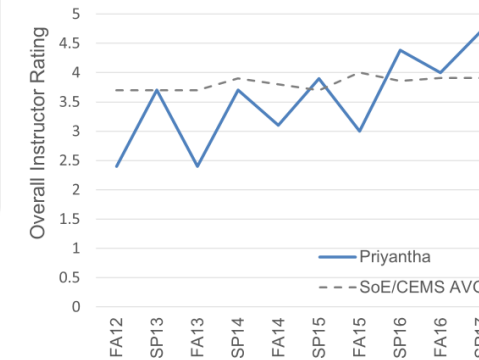
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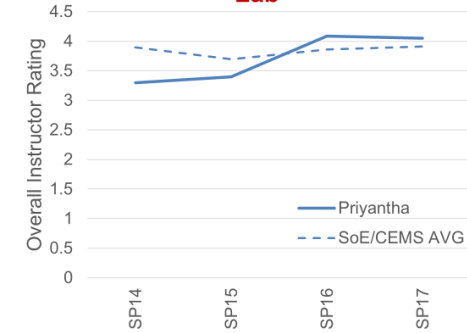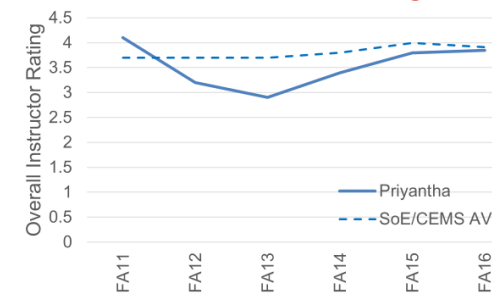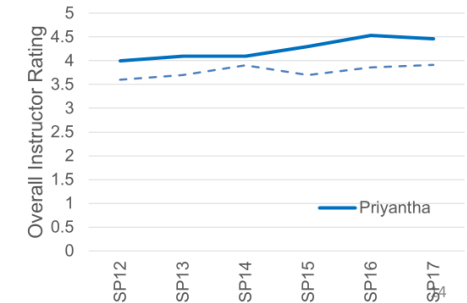
Deb Hinchey, EdD, MPH

Senior Lecturer, Public Health Sciences

Biomedical and Health Sciences

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1: Re-Frame the process

- Think of this as a portfolio – a record of all of the things that you have accomplished
- Consider that this is a path towards you demonstrating your growth as a teacher/academic
- Seek input from trusted colleagues – ask them how they approached the process in your department, what sources of evidence they found useful

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2: Consider Sources of Evidence

Teaching Effectiveness

- Syllabus with learning objectives tied to assignments
- Sample assignment with assessment strategies & summary grade report
- Teaching awards and recognitions
- Peer review of teaching
- Modifications in course design, development, and delivery as the result of course feedback
- Student course evaluations
- Participation in seminars/workshops etc... & how the information informed teaching

Advising

- Advising survey, peer observations,
- Interviews or questionnaires of students and graduates
- Narrative of the advising process
- Documentation of serving as an advisor to student clubs or organizations
- Documentation of attendance at workshops and/or other professional development events regarding inclusiveness that inform advising activities

Service

- Letter from Committee Chair
  - Consistent attendance
  - Preparation for meetings
  - Active participation
  - Completion of specific tasks/assignments
- Other documentation of service activity and contributions to listed service
- Self-reflection/narrative highlighting your service overall and discussing specific contributions to that service work

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3: Come up with a System!

How are you going to keep track of all of the sources of evidence?

- Running list (notes)

- A general folder on your computer

- Updating your CV

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Trina Magi, MGA, MLS

Library Professor

Coordinator of the Federal Depository Library Collection and Map Room

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Organize my dossier using guidelines as headings

- Demonstrates how my work meets the guidelines

- Reviewers don't have to keep referring back to guidelines

e. **Other Measures of Performance (≤250 words)**
Describe any accomplishments that are not included above, noting particular contributions that align with the tenets of Our Common Ground.

As stated in the "Library Faculty Guidelines for Appointment, Reappointment, and Promotion," contributions to the educational mission of the university and libraries are evaluated on the basis of criteria in one or more of six areas, depending on the faculty member's particular assignment. Below, I have described my accomplishments in each of the six areas.

Criterion C. i. (a) 1: "The ability to interpret bibliographic systems and library collections and in assisting and training students in the use of library resources and services."

Instruction at the Reference Desk:
Working four to six hours a week at the reference desk affords me great opportunity to instruct students in research methods and the use of bibliographic systems and library collections. In these individual encounters, I teach students how to define and express their research questions, how to evaluate and select the appropriate sources and databases for their research, how to execute their searches, and how to understand and interpret the results. Although students are quite knowledgeable about the use of computer technology, they continue to require a great deal of instruction in the retrieval of relevant, credible, and useful information. Increasingly, students need instruction in using call numbers to locate books and in using indexes and tables of contents in print resources. I also assist students in the use of productivity software

Continuously keep track of accomplishments

Maintain combined calendar and "to do" list

Maintain an "evidence of impact" file
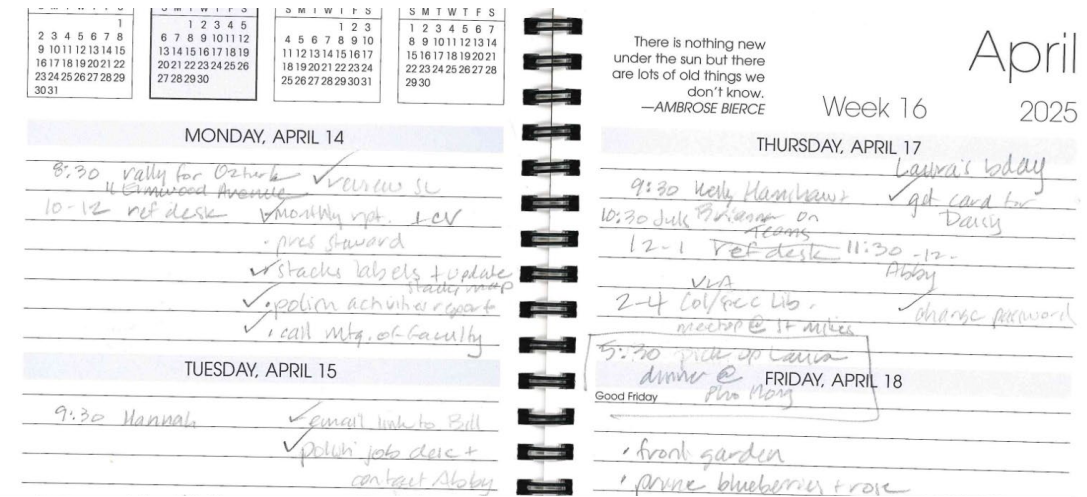
Write informal monthly report

Update c.v. each month

Write annual activities report

Write reappointment/promotion dossier

Trina's Monthly Report
January 31, 2025

EDUCATION

Reference
- Staffed reference desk two-four hours per week.
- Provided five research consultations.
- Fixed links in research guides to work with new libraries website (Business Research Assistant, Law and Legislation, Government Information).
- Worked with ILL and Katie Cooper to obtain and bind replacement pages for a missing section of *Encyclopedia of Islam.*
- Gathered current emergency procedures documents for filing at the Reference Desk.

Government Information Coordination
- Processed incoming government documents.
- With Graham Sherriff, did an initial sort of patent and trademark materials in the Government Information Reference area. Identified items for potential weeding or integration into Gov Info Circulating collection.

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Thinking Ahead: Reappointment/Promotion

Continue to:

- Document feedback

- Pursue appropriate professional development opportunities

External Reviews

- Professional service

- Network strategically

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Discussion