

Demystifying the RPT Process Workshop II: *Preparing for Second Reappointment*

Presenters

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Upcoming Demystifying the RPT Process Sessions (all on Teams):

Date & Time	Session
Fri., March 27 th 12-1:15 PM	Focus on Non-Tenure Track (NTT) Faculty
Wed., April 1 st 12-1:15 PM	Preparation for Tenure and Promotion to Associate Professor
Wed., April 29 th 12-1:15 PM	Preparation for Promotion to Full Professor
Fri., May 1 st 12-1:15 PM	Focus on Discussing How to Recognize, Avoid, and Address Bias in the RPT Process

Brief Overview / Important Reminders

*You will receive these slides after the workshop

DRPT I Recap: Key RP/RPT Reminders

- **Map out your Reappointment & Promotion/Tenure Timeline with your Chair**
- **Each academic unit has:**
 - Annual Performance Review Guidelines
 - RPT Guidelines
 - Course Equivalency Guidelines
 - **Obtain current copies & familiarize yourself.**

Many University-level resources (people & documents) available to help navigate the RP/T process:

- **CBA, Article 14:** RP Process, procedures for voting, rebuttals, etc.
- **Unit/Departmental level** resources
- **University-level resources:**
<https://www.uvm.edu/dofa/guidelines-and-forms-reappointment-promotion-and-tenure-rpt>*
- *Only use forms you download from this page**

DRPT I Recap: Key RP/RPT Reminders

- This is your opportunity to characterize your work how you want it to be characterized.
 - *Give yourself enough time.*
 - *Contextualize, but do not compare yourself to others*
- It is your opportunity to demonstrate how your efforts have surpassed the necessary standard.
 - *Rely on the language from your unit's guidelines to demonstrate that you have passed the expectations.*
- **Adhere to word limits!**

DRPT I Recap: Key RP/RPT Reminders

- This is your opportunity to help others understand your work. Prioritize clarity, in language and organization.
 - *Do not make those reading your file have to work harder than necessary to understand your work. This applies to the CV as well.*
- Review other files from your unit
 - *But DO NOT plagiarize from those other files.*
- Provide any necessary clarifying information on nature and contribution to scholarship/teaching/service (e.g., nature and percentage of work on co-authored scholarship)
- This is all general advice for any RP/RPT action. Considerations specific to the second reappointment coming up!

RP/RPT Actions, Schedules, and Dossiers for the Second Reappointment

TT and NTT

Institutional Structures Involved in RPT Actions:

Unit-Level & *University-Level Review*

*1st Reappointment: Unit-Level Review Only** *(Blue Sheets)*

Department Chair
or Equivalent

Faculty Standards
Committee (FSC)
Advisory to Dean

Dean

2nd Reappointment: University-Level Review (Green Sheets)

Unit-Level Review
+

Professional Standards
Committee (PSC)
Advisory to Provost

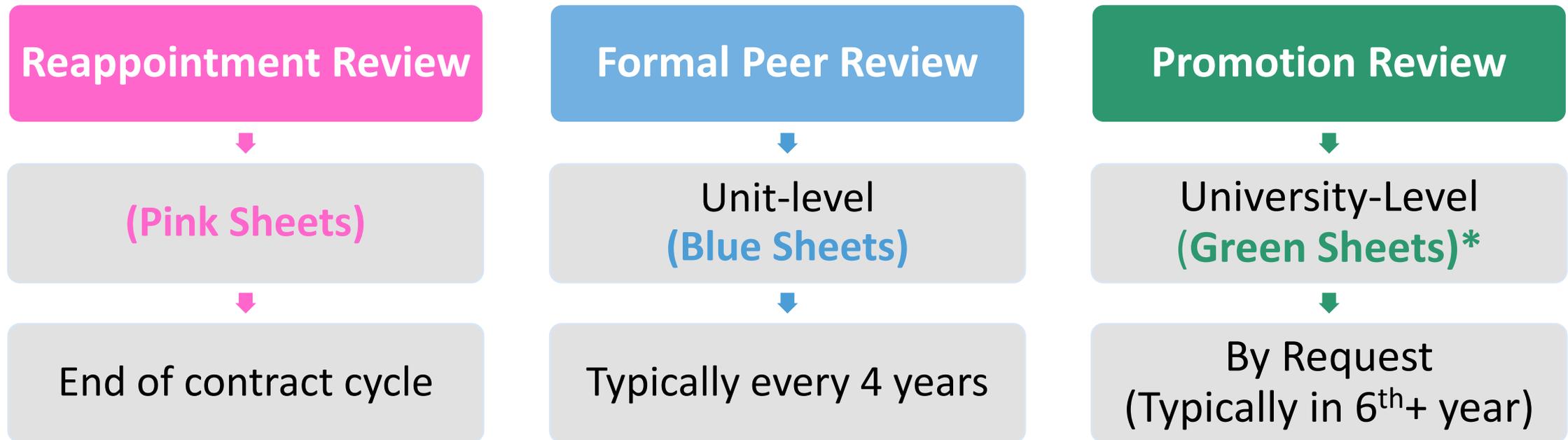
Provost
(Chief Academic Officer
of the University)

PSC (Professional Standards Committee)

- Faculty Senate Standing Committee
- Comprised of 11 representatives (one from each unit; two from CAS & LCOM)
- The PSC reviews dossiers during the spring semester
- Department/FSC/Dean reviews (from previous and current reviews) are included in dossier reviewed by PSC
- **The PSC is advisory to the Provost**

NTT RP Actions (Reappointment & Promotion)

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

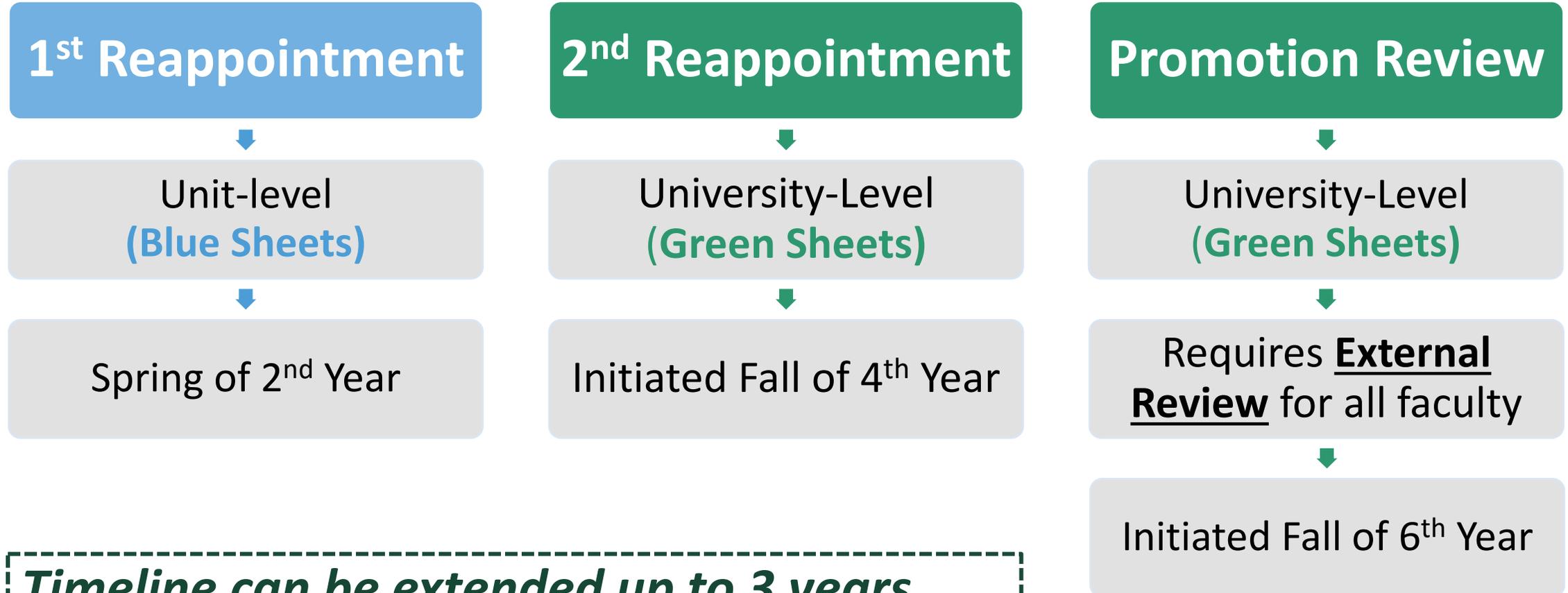


**External Review required in some units (e.g., CNHS, LIBS, LCOM)*

To prepare effectively, **know your timeline!**

TT RPT Schedule

For most TT positions, the reappointment schedule is:



Timeline can be extended up to 3 years (for approved leaves).

Telling Your Story

Crafting a Narrative for Your Second Reappointment

General Advice for Second Reappointment

- Prepare ahead of time and take ownership of your dossier's development.
 - Consult with your Chair and make note of key deadlines.
 - Be aware of any need to acquire relevant peer reviews, documentation, letters (e.g., secondary appointment), and be proactive in planning for them.
- Feedback from the first reappointment is included in the dossier.
 - Respond to that feedback in your narrative. Highlight efforts made to improve. Be proactive and professional in doing so.
 - Do not ignore, misrepresent, or be defensive about feedback.
- Expectations and standards are different for a second reappointment than for the first reappointment.
 - Rely on the language in your Unit Guidelines to demonstrate that you have surpassed the expectation.

General Advice for Second Reappointment

- This is your opportunity to show how your work is progressing.
 - Be aware of and respond to previous feedback.
 - Aim to demonstrate an appropriate trajectory that speaks to continued and future success.
- If anything, prioritizing clarity (in language and organization) is even more important for your second reappointment.
 - Current/previous review period; peer-reviewed/non-peer reviewed; status of research/grants/projects; contributions to collaborative projects

Second Reappointment: Organization

Organization of Dossier:

- Order of materials, bookmarking of dossier (e.g., all supporting materials after basic dossier entries)
- Do not include scanned documents.
- Once assembled, dossier should be combined into one pdf with bookmarks, rather than separate pdf files.

Workload distribution:

- Assure that the workload distribution is consistent throughout the dossier
- Include information on 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 course, and in others, it equals four courses).

Second Reappointment: Building a Narrative Beyond your Program

- **Make yourself known (department, college, university):**
 - Meet regularly with your Chair
 - Attend program/ department/college meetings
 - Attend University events
 - Contribute to the University & build relationships
- **Again, contextualize:**
 - Build your own narrative
 - Pay attention to successful dossiers in your unit/ be inspired
 - Make Presentations/talk about your work & help others understand your work
 - Help others to be invested in you and your success

Showcasing Your Progress

Reflections, Tips, & Examples

Nicole's Journey

First-generation student/faculty

Lecturer (2016-2018)

Assistant Professor (2018-2024)

2 Parental Leaves

4 Dept. Chairs (6 transitions!) & 3 Deans

“Candidate’s Summary of Accomplishments”

Tips

- Use subheadings
- Build on your Blue Sheet narrative
- **Clearly state new accomplishments**
- Hyperlink to additional evidence

Since my initial appointment at UVM,* I have successfully executed my responsibilities in teaching, advising, research, and service. My work reflects my commitment as a teacher-scholar to bridge research and practice and build community-university partnerships, in and out of the classroom, and in alignment with the [CESS Mission](#).

Since my last review (spring 2020), my accomplishments resulted in “meritorious” (level 5 of 5) annual review ratings of my work ([AY19-20](#) & [AY20-21](#)).

Teaching & Academic Advising

At UVM, I have taught over 1,500 students in 20 courses, mentored students in 27 credit hours of Undergraduate Research, and instructed two independent studies. Student evaluation scores of my teaching average 4.51 (out of 5). I also regularly advise 21-33 undergraduate majors, with advising evaluations averaging 4.85 (out of 5).

I have also contributed to the HDFFS program curriculum by creating 4 new courses, revising 2 core courses, and leading and/or collaborating with HDFFS colleagues on developing program curriculum and assessments.

Since my last review, I was appointed to the graduate faculty and advise one PhD student in Educational Leadership & Policy Studies and serve on two doctoral dissertation committees. I also successfully adapted my teaching and advising in response to the pandemic, as described below.

Clearly Explain Your Workload & Timeline

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
Parental Leave Extension	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.

Show Your Development in *Teaching & Advising*

E.g.:

- # of courses, # of students, # of new preps
- Increases in evaluation scores
- New mentor activities, grad committee memberships
- New graduate students

Since my last review (spring 2020), I instructed over 365 students in 4 courses (5 course equivalents), almost exclusively in the context of the COVID-19 pandemic. Modifications to my pedagogy were successful, evidenced in part by the increase in my overall average student course evaluation score to 4.51 (out of 5), as well as my highest ever average evaluation score across courses during the 2020-2021 academic year (4.65 out of 5).

Show Your Development in Scholarship

E.g.:

- # of articles (published, under review)
- New funding sources
- Grant submissions/awards

Since my last review (spring 2020), I have published 3 peer-reviewed articles with 1 article in press, totaling 10 articles being published/in-press at UVM. I also have 2 articles under review, including an invited submission to the *Journal of Family Violence*'s special issue "25 Years Since Johnson's Typology." I have also published one book chapter in a peer-reviewed text, one research report, and one sexual violence prevention toolkit at UVM. I am also Co-PI on a Department of Justice, Office on Violence Against Women Grant (\$436,804) currently under review, to support a multi-site project, "Intersectional Trauma-Informed Violence Prevention and Response Policies and Practices: Defining and Measuring Success for Colleges."

Show Your Development in Scholarship

As a scholar, in your own right

- Bring closure to in-progress works
- Show increase in lead authorship
- Articulate clear research agenda
- Carefully select publications to highlight

i. Peer Reviewed Contributions

List all works reviewed prior to publication by peers / editorial boards in the field, such as journal articles in refereed journals, juried presentations, books, etc. Indicate up to five of the most important contributions with a double asterisk and briefly explain why these choices have been made. Include a description of the stature of journals and other scholarly venues and how this is known (e.g., impact factors, percentage of submitted work that is accepted, together with an explanation of the interpretation of these measures).

Show Your Development as a *University Citizen* (*Service*)

- Increase breadth of service
 - Program/department → College → University
- ***But protect your time!***
- Seek advice re:
 - Time commitment
 - Whether to accept/decline

Remember:

Expectations for reappointment differ by rank and unit

- Contextualize your teaching, scholarship, service, & clinical work
- Map your accomplishments onto evaluation criteria in the CBA & unit guidelines

Workloads differ by rank, unit, and individual

- Clearly state your workload and ensure your work is commensurate

Processing & Responding to Feedback

Reflections, Tips, & Examples

Responding to Feedback: Teaching

Since my last review, I also attended to feedback provided by the DLDS Chair and/or Faculty Standards Committee as follows:

Peer Teaching Evaluations: Colleagues from other programs/departments observed and reviewed my teaching, including Dr. Katharine Shepherd, former Associate Dean of Academic Affairs, and Dr. Susan Munkres, CELO Director.

HDFS 005 Technologies (i.e., Top Hat) & Supplemental Learning Sessions (SLS): I significantly revised the SLS and technologies used in HDFS 005, as they were identified by a number of students as the least effective aspect of the course. Upon implementation of the Top Hat platform, it was

Since my last review, I have continued to attend to student feedback as well as that provided by the DLDS Chair regarding balancing HDFS content with research skills emphasis, which students both appreciated and struggled with, as follows:

“Ungrading”: I implemented the practice of “ungrading,” providing detailed feedback on many low-stakes, scaffolded assignments in order to build writing and critical reflection skills prior to submitting graded assignments. Students also complete ongoing metacognitive exercises, including but not limited to a final self-assessment that informs their grade in their course.

Civic Learning & HDFS Content: Prompted by the pandemic-related loss of our community partners, and following consultation with CELO Director, Susan Munkres regarding the benefits of “scaling” high impact practices, the course designation was modified from *service-learning* to *civic*

Responding to Feedback: *Advising*

I also attended to feedback provided by the DLDS Chair to encourage advisees to complete advising surveys:
The average response rate increased to 53% (from 28%) since my last review.

Responding to Feedback: *Research/Scholarship*

Since my last review (spring 2020), I also attended to feedback provided by the DLDS Chair as follows:

Bring Closure to In-Progress Manuscripts: At the time of my last review, I had one manuscript under review and one in development. Both of these manuscripts have been published, in addition to two other papers.

Lead Authorship: As detailed above, publications since my last review include two papers for which I was PI/co-PI and lead author, and one paper where I was second of two authors with equal contributions. Moreover, I am the lead author on two manuscripts currently under review as well as two manuscripts in development.

Conference Participation/Visibility: I presented at the international 2020 National Council on Family

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 faculty records or inaccurate interpretations, including to external reviewers

Ask for feedback if you choose to write a rebuttal either from a trusted colleague or from UA's Contract Administrative Committee (contract@unitedacademics.org).

You cannot file a grievance until the Provost has issued a decision.

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.

Thinking Ahead: Reappointment/Promotion

Continue to:

- Document feedback
- Pursue appropriate professional development opportunities
- Monitor your research pipeline
- Pay attention to the trajectory of expectations in your Unit's Guidelines

External Review:

- Professional service
- Network strategically
- Be aware of timelines!

Questions / Discussion