

Demystifying RPT Experience at UVM: Preparation for Tenure & Promotion to Associate Professor

Presenters:

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

Date & Time	Session
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

Let's Start with Key Resources and Materials

**You will receive these slides after the workshop*

GOAL 1: Understand 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/School Level: **Faculty Standards Committee (FSC)**
(Advisory to the Dean)

Dean Level Review

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

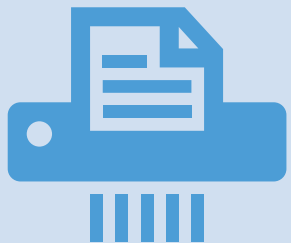
***Provost (Chief Academic Officer of the University)**

GOAL 2: Understand the Promotion & Tenure Review Process Expectations



Each Academic unit has RPT Guidelines.

1. Obtain a current copy
2. Familiarize yourself with your unit's promotion and tenure expectations; expectations for **YOU**
3. Find out how the process is handled in your department/school/college
4. Know your timeline/process for preparing for external review (names & Package)
5. Know your timeline for P& T, Typically 6th Year with submissions in the Fall



Many resources (people+documents) available to explain/assist in the Promotion & Tenure process

1. Give yourself time to develop your dossier

2. Review your CBA, Article 14

3. University-wide resources:
<https://www.uvm.edu/dofa/reappointment-promotion-and-tenure-rpt>

- Only use forms you download from this page*
- Do not plagiarize peers' green sheets

GOAL 3: Understand your workload and the RPT guidelines for your school or college



Follow the rules as written for your unit's approved guidelines for your RPT package to avoid delays



Frame accomplishments as how they meet/exceed the RPT guidelines

- Helps reviewers easily read your dossier and therefore make an easy decision
- Ensure your workload assignments are clear and consistent with your Chair's statement

Customize your RPT package to the approved guidelines

- Use language in the guidelines to identify to reviewers what you are addressing in relation to the RPT evaluation e.g., CNHS, Prime Indicators; GSB, Point System etc..

Your
Language

RPT
Guideline
Language

GOAL 4: Build Your Voice in Your Promotion & Tenure Process



Your self-assessment narrative should clearly reflect your advancement toward fulfilling the criteria for promotion and tenure in your unit. It should highlight:



Your key priorities and areas of focus as an educator, scholar, and mentor



Your teaching methods, including your goals and how you accomplish them



Your strategies for advising and mentoring students



The types of service activities you engage in, along with the level of involvement and roles held



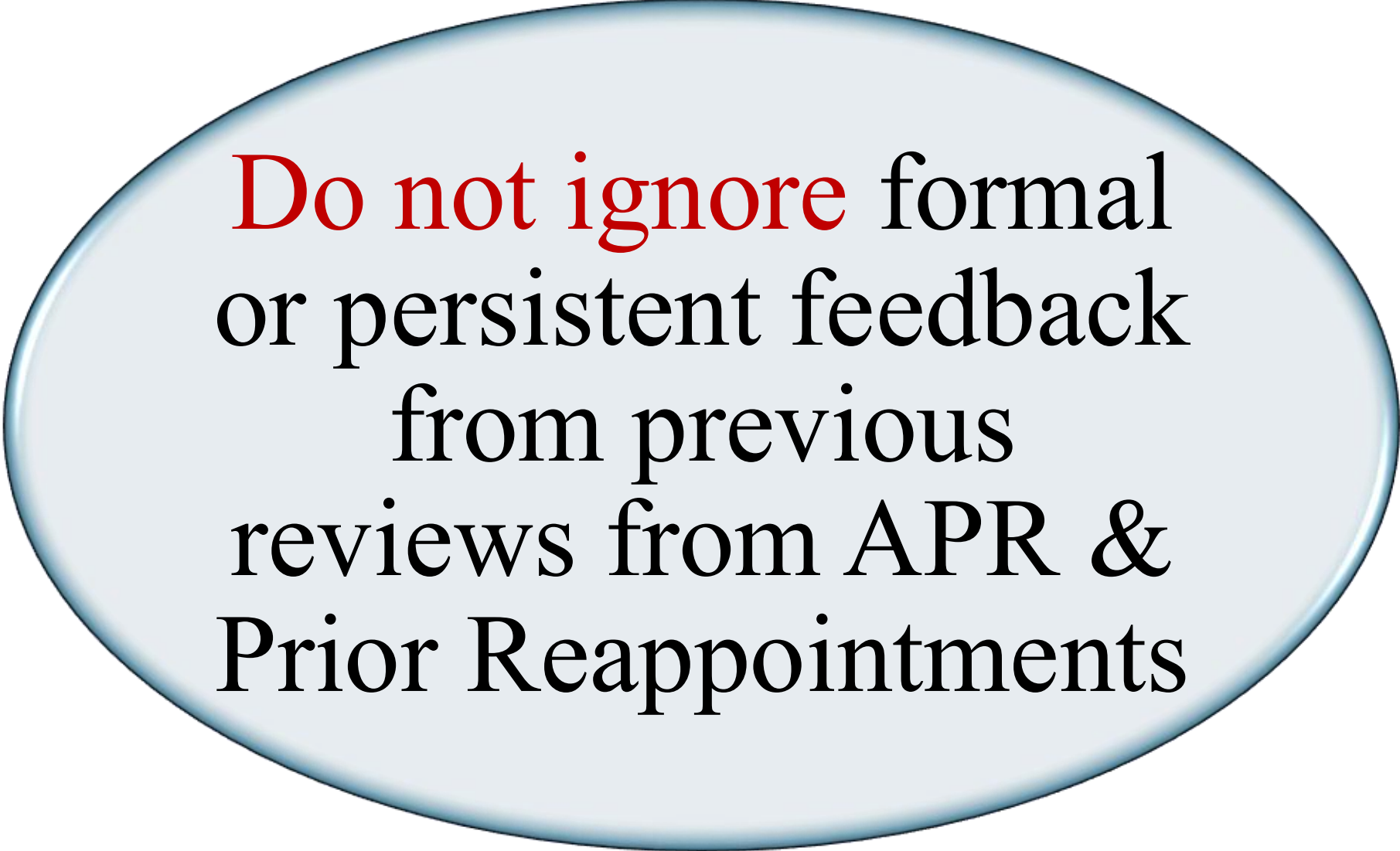
The categories of scholarship you pursue and the central questions guiding your research and creative work



The significance/impact of your scholarship, teaching/advising, and service efforts

GOAL 5: Build 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



Do not ignore formal
or persistent feedback
from previous
reviews from APR &
Prior Reappointments

GOAL 6- Respond to Feedback & Demonstrate Progress Since Second Reappointment

- Respond to feedback & recommendations from previous levels of review
 - *From Chair; FSC; Deans; PSC; & Provost Reviews*
- 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 Tenure Review
 - Current/previous review period; peer-reviewed/non-peer reviewed; status of research/grants/projects; contributions to collaborative projects


Turn negatives into positives



Identify areas for improvement from past re-appointment evaluations (we all have them!)

Clearly demonstrate how you addressed those areas

- Teaching - if not-so-great teaching evaluations, show positive trend in evaluation scores, identify CTL/CELO/WID seminars attended, etc.
- Scholarship – trends in scholarly outputs (quantity, quality), seminars/presentations, securing grants
- Service – trends in committee work at various levels (from departmental to professional)
- Recognition-Highlight Awards & invitations to prestigious panels/keynotes; your students' accomplishments etc.



**Write your RPT
package to make
the review process
as easy as possible
for Faculty, Chair,
Committees,
Dean, and Provost**

GOAL 7: Identify your roles & responsibilities in your activities



Explicitly identify service at each of the department, school/college, university, and professional levels

- Make it easy for the reviewer to see where your service fits, your role/responsibilities and what the impacts were



Specify your role in acquired grants (PI, co-PI, key personnel, etc...)

Specify contributions to co-authored scholarship

- Given among-discipline variation, provide nature and % contributions (e.g., develop concept, oversee, collect data, methodologists, analyze data, write)
- Work with Chair to clarify expectations based on workload. For example, the volume/type of scholarship may differ for a clinical faculty member vs a tenure-track faculty member



GOAL 8: Provide Clarity for Reviewers

Do not include scholarly work that is “in preparation”

- But use judgment – for example, signed book contract with publisher signifies something concrete even though book is not published
- Pre-prints are a tangible product > “in preparation”



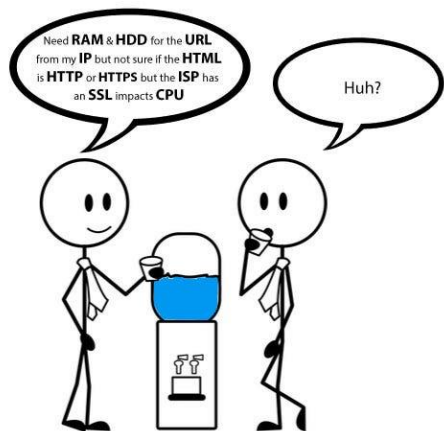
If coming up for tenure early, based on RPT guidelines, state why and have your chair state why



Limit disciplinary-specific language, acronyms, and abbreviations likely unknown by reviewers

All reviewers in the FSC & PSC should understand your dossier

If essential, provide lay language explanation and full corresponding text with 1st appearance of acronyms and abbreviations



GOAL 9: Focus on Organization & Writing 1/2

Organization of Dossier:

1. Updated CV-Consistent with the self-assessment narrative
2. Order of materials, bookmarking of the dossier (e.g., all supporting materials after basic dossier entries)
3. Do not include scanned documents
4. Once assembled, the dossier should be combined into one PDF with bookmarks rather than separate PDF files.
5. Adhere to word limits – make strongest case in a concise manner. **Focus on showing that you have made appropriate progress toward promotion and tenure.**
6. Limit excessive discipline-specific language and acronyms.

Workload distribution:

- Assure that the workload distribution is consistent throughout the dossier
- Include information on the number of courses taught with the estimates of workload percentages

Focus on Organization & Writing 2/2

❖ Contributions

- **Clearly label and organize peer-reviewed publications** (e.g., accepted in press, published, under review)
- **Impact:** Altimetric, Google Scholar, Letters of support, Student testimonials, Professional invitations, Annual Performance reviews etc...
- List any non-peer-reviewed publications separately
- **Conference presentations** (Regional, national, international)
- **Grants/contracts** (if applicable): indicate your role (e.g., PI, co-PI), funding agency, amount, and status (e.g., under review, awarded)
- Indicate the **nature and percentage of your contribution** to collaborative projects, including publications, grants etc...

Example from Nicole Conroy (CESS)

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>	<i>2018-2019</i>	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 <i>(Oct-Dec 2022 medical leave & Spring 2023 parental leave)**</i>	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.

GOAL 10: Building a Narrative Beyond Your Program

- **Make yourself known (department, college, university):**
 - Meet regularly with your Chair
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 - Attend University events
 - Contribute to the University & build relationships
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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

Chair-Submitted within 7 days and may respond to external reviewers as well. Dean & FSC-Submitted within 10 days



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.

See Article 14.9 of the CBA for more information about the grounds on which the Provost's decision could be grieved.

Discussion/Questions