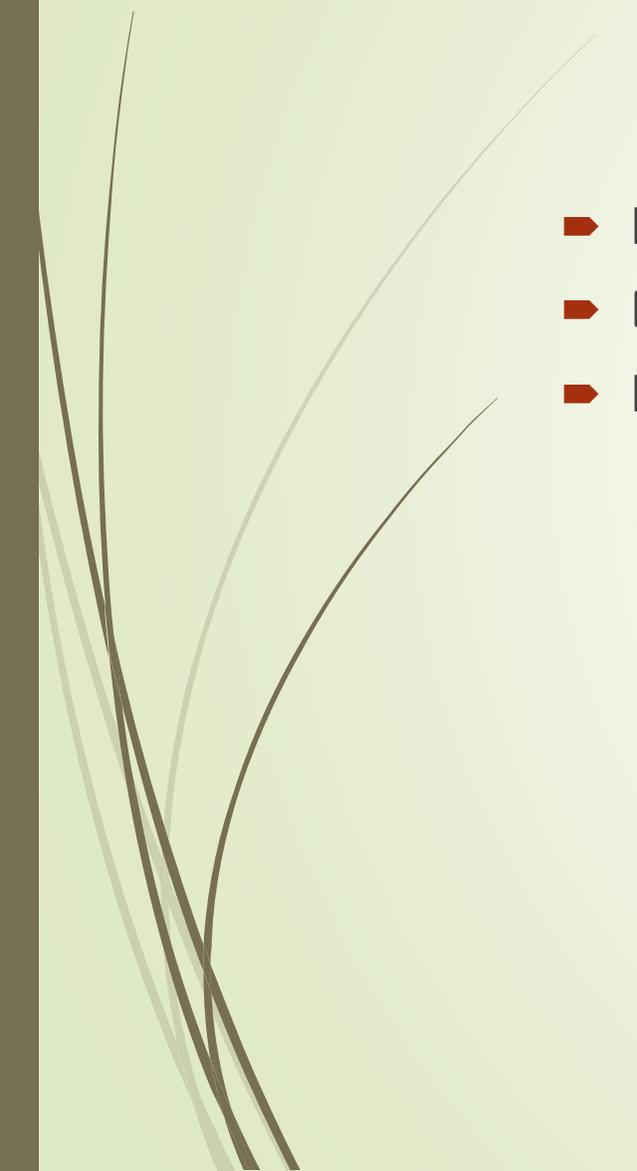# RTP WORKSHOP

FOR REVIEWERS

Introductions

- Department Coordinators

- College RTP Reps

- Faculty Advancement – Kavalya Young

Critical considerations from the Provost

- Confidentiality and following policies and procedures is essential to the integrity and fairness of the process.

- Faculty reviewers should use their best professional judgment and evaluate candidates against national standards for public research universities

- Faculty reviewers should take care in their letters to provide detailed, qualitative feedback. Especially in teaching, letters should show that reviewers have looked not only at quantitative scores from student evaluations but also at course materials, syllabi, and teaching innovations.

Four essential principles of RTP

- **Shared governance**: Policies and processes established through collective bargaining or by a vote of the faculty.
- **Peer review**: Candidates are evaluated by their peers according to broadly held professional standards.
- **Process**: All decisions must be based on evidence in the Working Personnel Action File (WPAF). Evaluations and responses / rebuttals should be presented in writing and maintained in the WPAF or PAF.
- **Confidentiality**: Protects the integrity of review and the candidate. *During the review cycle, it is not appropriate for candidates to contact reviewing administrators or committees directly to request clarifications or provide feedback on their evaluations.*

Basics of the RTP Process

- **Election**: Academic units elect RTP review committees from the tenured faculty.

- **WPAF Validation:** After the WPAF submission date, *an RTP committee member or department chair (not staff)* should validate the accuracy and completeness of the file.

- **WPAF Evaluation**: After validation, committee members review WPAF contents and have an in-person meeting to discuss the candidate's work. Deliberations on response/rebuttals and late-adds can be done through confidential electronic communication. New 10-day response deadline for reviewers.

- **Committee recommendation**: Committee votes and develops a letter providing a recommendation on reappointment, tenure, and / or promotion as well as evaluative feedback of the candidate's work.

- **Voting:** Simple majority of the membership.

Basics of the RTP Process

- **Standard for promotion to Associate Professor:**

- "Continuing excellence in teaching . . . [contextualized] within a continuing process of reflection and adjustment."

- "A consistent pattern of continuous growth in research, scholarship, or creative activity . . . [evidenced by] a well developed, coherent, and focused research plan or artistic vision"

- "Service to the university, the profession, and the community"

Basics of the RTP Process

- **Standard for promotion to Professor:**
- "Superior contributions to teaching effectiveness"
- "Evidence of a strong and coherent program of continuous growth that demonstrates their expertise in a particular field or area and impact of their work upon the body of knowledge"
- "A higher level of service and participation in shared governance"
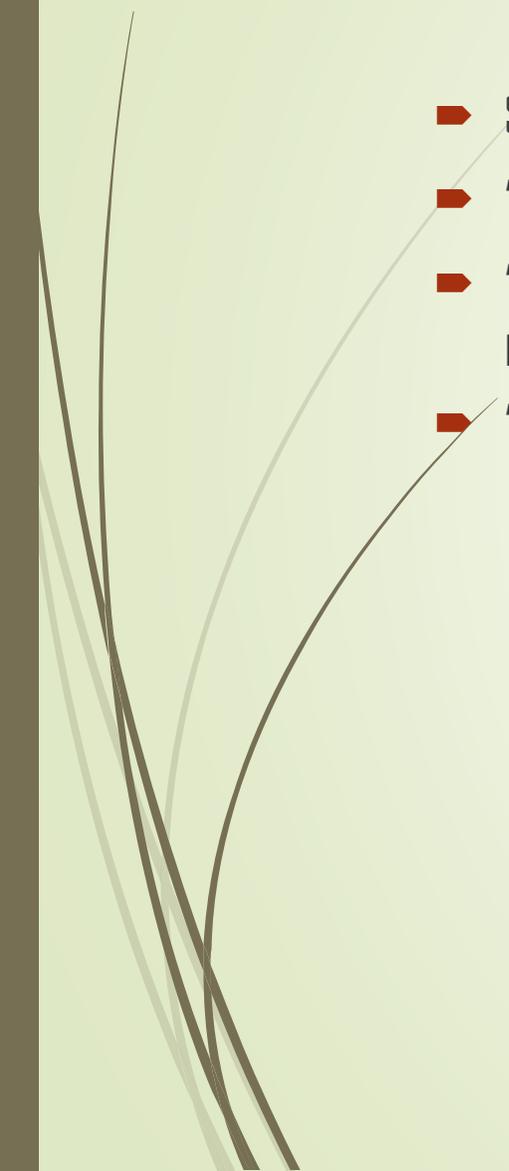
Changes for AY 18-19

- **Senate-approved Policy:**

- Evidence also may include: peer evaluations of teaching; creative course syllabi with clearly-stated learning outcomes; honors and distinctions received for excellence in teaching; textbooks; development of instructionally related materials; use of new technologies in activities; significant contributions to curriculum development; and contributions to student teaching and learning; involving and mentoring students in research, scholarship, or creative recruitment, advising, mentoring, and retention

Changes from AY 17 – 18 to AY 18 - 19

AY 2017-2018

- **Significant items**: Probationary faculty may include accomplishments since degree or within the last six (6) years (whichever is shorter) OR since appointment or within the last three (3) years (whichever is longer) as significant items in the One-of-a-Kind File.

AY 2018-2019

- **Significant items**: Probationary faculty may include accomplishments since degree or within the last six (6) years (whichever is shorter) as significant items in the One-of-a-Kind File.

Writing an effective RTP letter

- Include qualitative, descriptive detail in evaluations of teaching effectiveness and professional growth.

- Characterize the quality and impact of professional growth accomplishments on the candidate's field.

- Contextualize accomplishments so that reviewers from other disciplines can understand the strength and value of the work.

- Do not rely on quantitative evidence alone to evaluate teaching. Include peer observations, course materials, and evidence of reflection and innovation over the arc of the teaching career.

The UPTRP Perspective:
Patricia Geist-Martin, School of Communication

➡ Validation is essential. Use the validation checklist.

➡ In your letters, help contextualize the case or discipline, where a candidate failed to do so.

➡ Take time out to point out something in the dossier that might help the UPTRP understand discrepancies or anomalies in the file.

➡ Take time to review the departmental policy file and update is as needed.

What to do now…

- Consider electing or organizing your RTP committees *now.*
- Consider establishing fall RTP committee meeting dates *now.*

College RTP reps

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