THE REAPPOINTMENT, TENURE & PROMOTION (RTP) PROCESS

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Provost/Vice President for Academic Affairs
New Paltz context

- High-quality teaching matters
- Teacher-scholar model: research, scholarship & creative activities inform teaching
- Balance of teaching, research & service
Expectations

- New Paltz context
  - High-quality teaching matters
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- SUNY Policies of the Board of Trustees: Five Criteria
The SUNY Policies of the Board of Trustees
Five Criteria

- Mastery of subject matter
- Effectiveness in teaching
- Scholarly ability
- Effectiveness of University service
- Continuing growth
Expectations

- New Paltz context
  - High-quality teaching matters
  - Teacher-scholar model: research, scholarship & creative activities inform teaching
  - Balance of teaching, research & service

- SUNY Policies of the Board of Trustees: Five Criteria

- Department- and discipline-specific criteria
Department/Discipline Specific Criteria

- Stipulate any unique issues related to how mastery of the subject matter is understood in the specific discipline
- Contextualize teaching excellence
- Define scholarly expectations and definitions in the specific arena
- Speak to service needs and expectations in program
- Indicate the types of growth that might be expected in the subject area (in addition to general development in teaching)
Peer Review

- Internal and external
- Scholarly and creative works
- Teaching assessment
Feedback on Progress

- Formative assessment
  - Frank, honest and complete feedback
  - Identify strengths
  - Identify areas for improvement
    - Plan remedies
    - Goals to achieve
    - Document the concerns - no surprises
  - Celebrate successes

- Department mentoring
Feedback on Progress

- **Summative assessment**
  - As candidate nears the tenure decision
  - Both from internal and external peers
  - Internal - Based on aggregated formative assessment
  - External – Scholarly/creative activity
Review as Rhetorical Argument

- Candidate is making an argument
- Story of past goals, achievement of those goals, and frames future evaluations
- Reviewers’ reports based on evaluation, not summary
- Evidence based, linked to criteria
- Include context that will enhance reviewers’ understanding of achievements
- Informed by earlier assessments
In the End...

- No mystery
- Supportive process
- Everyone wins!