



*College of Fine Arts*  
THE UNIVERSITY OF UTAH

Pre-tenure Faculty Workshop  
**“Demystifying the RPT Process”**

Melonie B. Murray, Associate Dean for Faculty & Academic Affairs

Monday, October 25, 2021

# Overview

1. Your Responsibilities
2. Miscellaneous Things to Know
3. Process & Workflow
4. Building Your File
5. Notes on Research, Teaching, & Service
6. Tips for Writing Your Personal Statement
7. Tips for Crafting an Effective CV

# Your Responsibilities

- Familiarize yourself with pertinent university policies:
  - [Policy 6-316](#): Code of Faculty Rights & Responsibilities (“Faculty Code”)
  - [Policy 6-303](#): Reviews of Tenure-line Faculty Members
- Familiarize yourself with *your* departments RPT statement
  - You can find all CFA faculty review policy statements [here](#)
- Understand *your* timeline
- Find a mentor (if you were not assigned one, ask for one)
- Ask questions: Connect with your departmental RPT chair or reach out to me ([Melonie.murray@Utah.edu](mailto:Melonie.murray@Utah.edu))

# Miscellaneous things to know

- [Tenure Clock Extension](#) options
- Tenured Faculty Review (TFR) every 5 years post-tenure
- You have access to your file. Ask your department admin for instructions.
- You should be able to view everything in your file with the exception of external review letters (if you waived your right).
- The review committees should only discuss what is in the file.

# Process & Workflow

## INFORMAL Reviews

1. File closes
2. Department RPT committee reviews & writes report
3. Chair/Director writes letter
4. Candidate sees Department Committee report and Chair/Director letter & may respond
5. Dean reviews file & writes letter

# Process & Workflow

## FORMAL Reviews

1. File closes
  - Depending on your department processes, there may be an external evaluation at this point
  - Candidate may see all contents (except in cases where the candidate has waived their right to view external evaluator letters)
2. Department RPT committee reviews file & writes report
3. Chair/Director writes letter
4. Candidate sees department committee report and Chair/Director letter & may respond
  - (Some units offer opportunity for candidate to respond after committee report AND after Chair/Director letter; others have one opportunity after the Chair/Director letter to respond to both.)
5. College RPT committee reviews file & writes report
6. Dean reviews file & writes letter
7. Candidate sees college committee report and Dean's letter & may respond
8. File is forwarded to SVPAA
9. SVPAA reviews file & makes final decision
  - If the file is unanimous (all in favor or all against), the SVPAA will make a final decision
  - If the file has mixed recommendations, the SVPAA will forward the file to UPTAC for review. UPTAC will make a recommendation to the SVPAA, and the SVPAA will make a final decision

**Any questions regarding the process  
before we discuss preparing your file?**

# File Contents

- **Specifics vary depending on department** (see your department's statement)
- ALL expect a **Personal Statement & CV**
- Research: "evidence"
- Teaching: course evaluations, sample syllabi, peer teaching observations
- Letters: solicited from chair, external reviewers
- Past reviews & recommendations
- SAC Report



# A note on Research...

- For an R1 university, *Research* is defined as the creation of new knowledge.
- How do you define what you do as research?
- What is your research agenda?
- What are you “producing”?
- What is the impact?
- Create a plan for your tenure timeline

# A note on Teaching...

- The university looks at Teaching in multiple ways:
  - Course instruction
  - Curricular development
  - Mentoring students
  - Other (textbooks, evidence of demand, etc.)

# A note on *Service*...

- Remember that *Service* encompasses multiple levels
  - Departmental
  - College
  - University
  - Professional
  - Community

**Any questions about the file contents  
before we discuss the personal statement and CV?**

# Tips for Writing Your Personal Statement

Your personal statement is tremendously important.

It provides you an opportunity to:

- explain ***who you are*** as a faculty member
- discuss ***what you value***
- describe ***how you contribute*** to the university and your discipline
- elaborate on your ***plans for future contributions***

# Tips for Writing Your Personal Statement (cont.)

- Be concise, but thorough
  - Do not say more than necessary.
  - Likely your Personal Statement will be 4-6 pages.
- Be organized
  - Should include sections for Research, Teaching, and Service
- Give examples (evidence)
  - Illustrate your theory and ideas. Help your reader understand who you are as a researcher and teacher.

# Tips for Writing Your Personal Statement (cont.)

- Think about your audience (both inside & outside your discipline)
  - External reviewers
  - Departmental Committee
  - Chair/Director
  - College-level Committee and beyond
- Help your audience to read your CV, but do not simply repeat the CV
  - The CV shows facts, but the Personal Statement gives you a chance to say what the CV cannot.
  - In the Personal Statement you can explain how crucial or influential particular "lines" on the CV are. Do not simply list what is already listed on the CV.
  - Use the Personal Statement to draw out themes, major achievements, and hidden aspects of the CV.

# Tips for Writing Your Personal Statement (cont.)

- Address your research agenda and achievements
  - What unites your research?
  - Discuss how particular work aligns with your program.
  - What future research plans do you have and how do they relate to the work you have already done?
  - How does your research relate to your teaching?
- Articulate your teaching philosophy and achievements
  - What are your overall teaching goals and how do you achieve them?
  - What evidence do you have that you achieve them?
  - Can you include a particular anecdote to illustrate your philosophy?



# Tips for Writing Your Personal Statement (cont.)

- Address your service achievements
  - What do you contribute to the department/school that is substantial?
  - What do you contribute to the school that might be "hidden," but important work?
  - What kind of service is most meaningful to you and why?
  - Is there a theme for the type of service you are most drawn to?
- Address any issues in your file (E.g. poor course evaluations) or issues raised in past reviews
  - No need to dwell on the negative, but it is important to address any issues in the file. Otherwise, it might seem that you have ignored concerns.
- EDIT wisely
  - There is no excuse for grammar and/or spelling errors.
  - Ask someone else to read before submitting 😊

# Tips for Crafting an Effective CV

## **FORMATTING**

- Does your unit have CV specifications listed in the RPT document? (check the appendix)
- Formatting/layout is SO important! Make your CV as easy to read as possible.
- Respect "official" categories (and create your own as needed)
  - Tailor your CV to your purpose/audience.
  - You will likely have multiple versions of your CV for different purposes.
  - For RPT the order is typically: Education, Employment, Research, Teaching, and Service. Service is typically: Professional, University, College, Department, Community.

# Tips for Crafting an Effective CV (cont.)

## **FORMATTING** (cont.)

- Arrange categories in order of importance (considering the purpose of this CV)
- What do you want to include or exclude?
- Do not provide prose. If prose is needed, put it in your cover letter, personal statement, or FAR.
- Make sure your font and formatting remain consistent throughout.
- Be sure all similar projects are formatted in the same way. (E.g., all publications should be listed in the same style, such as Chicago, MLA, APA, etc.)
- Look at other people's CVs, and decide what you like/dislike.

# Tips for Crafting an Effective CV (cont.)

## DETAILS

- For each entry, emphasize the information that highlights your achievement.
  - E.g., the title of a course is much more communicative about your ability as an instructor than is the course number. Did you create the course? If so, is that clear? Is it clear where you taught the course?
- Use appropriate subcategories in order of importance.
  - This will highlight your particular achievements and skills, and also makes the CV clear and easy to read. (E.g., courses taught, curriculum development, students mentored/advised, grants, etc.)

# Tips for Crafting an Effective CV (cont.)

## **DETAILS** (cont.)

- In Research, don't forget to include:
  - Dates & venues/locations
  - Publication page numbers (Remember: Publications means material *you* authored. Publications *about* you should appear in a separate category, perhaps titled "reviews" or "publicity.")
  - Clarification of your role in collaborative work

# Tips for Crafting an Effective CV (cont.)

## CV No-nos ☹️

- Never *pad* your CV
- Do not hide information (or lie)
  - E.g., Let's say you write a short essay, but you don't want readers to know how short it is, so you decide not to include page numbers. This will only make readers search for the page numbers and start to distrust you. Provide the page numbers. If you collaborate with someone on a teaching grant for which they were the primary author, acknowledge this.
- What NOT to include:
  - Your home address and/or personal phone number (unless you are certain the CV will not be circulated).
  - Any student names, other than those who have completed their degree and have a "published" thesis with your name included in it.
  - Non-competitive grants, such as a Dean's Travel Funds and Pre-tenure Professional Development Funds

# Questions?

**Melonie.murray@Utah.edu**