

RTP SUGGESTIONS FOR 3RD AND 5TH YEAR CANDIDATES

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Today's session

1. Offer general suggestions for each of the two levels
2. Suggestions for documenting progress – specifically around teaching.
3. Ask questions as we go



How do I think of RTP?

The development of mastery in teaching, research, and service through a process of constructive feedback and professional development.



From the University RTP Policy

“For periodic evaluations, the candidate will include a self-assessment discussing strengths and areas for growth in teaching and professional activity. (no more than two pages)

“A self-assessment is a reflective statement written entirely by the candidate”



The suggestions in this session are not intended to replace the guidance of department RTP committees.

Periodic – 3rd and 5th year

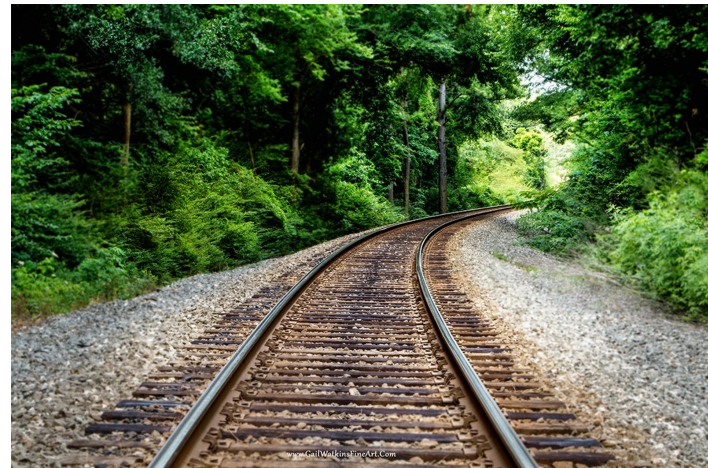
Same materials required for the WPAF – different places on the trajectory.

5th year

Last review before next year's T and P evaluation. You can focus especially on aligning your progress with RTP expectations and prior feedback from evaluators.

3rd year

You can show that your progress is building and that you are “settling into” your trajectory across the three evaluation areas



General suggestion for periodic evaluations

Given that self-assessments are shorter, use the CV and evidence file to expand on topics that could benefit from additional information.



Tips for CV and Self-Assessment

Effective CVs

Organized by evaluation areas

Conveys info relevant to criteria and the discipline (e.g., peer reviewed)

Make sure to denote accomplishments for the current cycle! (from URTP)

Don't forget to document professional development in teaching!



Effective Self-Assessments

Reflective (but professional and polished) document that provides context to the CV (not a blog or a rant!)

Describes progress in terms of goals for each cycle, with attention to speaking to feedback from prior evaluations *

Less effective self-assessments read like a CV ("X is an upper division course with X students, and is required of the major." (put all this on the CV)

Tips for the Evidence File

It's just that – evidence of your accomplishments and progress

Suggestions for what you might include -

*Teaching – syllabi, sample assignments, measures of learning, summary of professional development activities, *revisions to teaching materials*

Research - (varies by discipline)
preprints/reprints, performance/conference invitations or acceptance letters)

Service – any products you helped develop (e.g., task force reports)



Self-Assessment: Teaching

Some areas to show growth:

Online teaching (major growth!



Transition back to in person

Measuring student learning

Revisions in light professional development and student feedback (e.g. ctet workshops, consults)

Inclusive teaching practices

Any pedagogical goal that is important to you

Deeper, richer, fuller, better

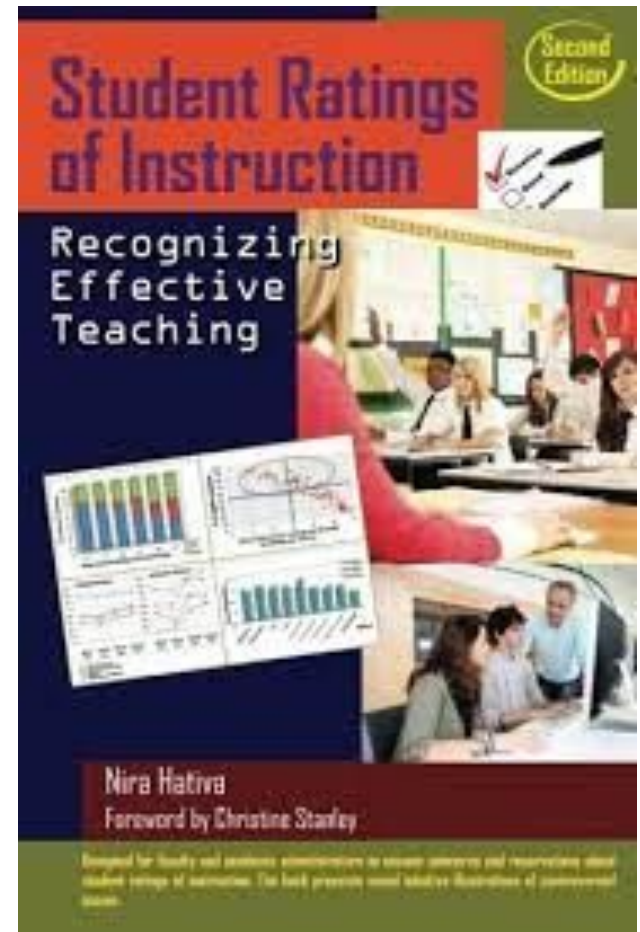


Teaching philosophy: **a self-reflective statement of your values, goals and beliefs about teaching and learning.** It conveys your core ideas about being an effective teacher in the context of your discipline, and should include examples. But for 3rd and 5th it is more condensed.

SETE's: Quantitative ratings

Where possible, link ratings to teaching philosophy

Avoid scrutinizing at the decimal level (“..went from 4.18 to 4.45.”). Look at the general range in where they fall (e.g., Since 2021, my scores in X course went from the “effective” range to “very effective”). (Linse, 2017)



Qualitative items



Link to teaching philosophy

Analyze by frequency of comment. The more frequent the comment, (generally) the more reliable the feedback is.

Examine how qualitative feedback informs quantitative feedback

Student comments sometimes reflect biases toward faculty from diverse groups, especially those teaching diversity focused courses. If you are concerned about student comments, CTET can help

Teaching Improvement Activities and Student Ratings

Dips in ratings are not at all uncommon!

Use your evidence file and self-assessment to address and provide context

This is one of many reasons that student ratings should not be overrelied upon



Remember – despite the name, SETE's are not evaluations of teaching effectiveness. They are student perception data. (Linse, 2017)

What Questions Do You Have?



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