

RTP SUGGESTIONS FOR 4TH YEAR, TENURE, AND PROMOTION CANDIDATES

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Today's session

1. Offer general suggestions for each of the three 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 performance review (full), the candidate will include a self-assessment discussing strengths and areas for growth in teaching and professional activity. (no more than seven 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.

Full Review – Fourth year , Tenure, Promotion

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

Fourth-Year Review:

Last full review before tenure. Should show significant progress across evaluation criteria since your start date

Tenure/Promotion to Associate

After years of documenting incremental progress, you should now broaden the scope to summarize progress across the probationary period – it should not read like just another probationary year.

Promotion to Full Professor

You should narrate your advancement across evaluation criteria since promotion to associate – how has your teaching changed? How have you deepened as a scholar? How have you expanded your service?

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)

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 – letters that speak to your contributions, any products you helped develop (e.g., task force reports)



Self-Assessment: Teaching

Some areas to show growth:

Online teaching (major growth! 😊)

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



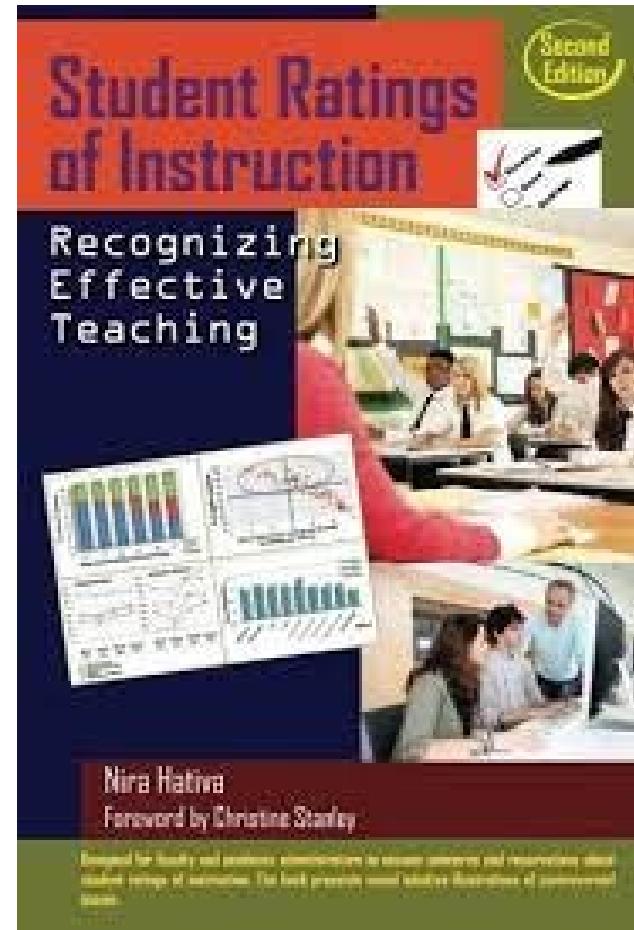
Teaching philosophy: **a self-reflective statement of your values, goals and beliefs about teaching and learning.** It conveys your core ideas about being an effective teacher in the context of your discipline, and should be rich with examples.

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)

T and P – take a broad look at the SETE's across semesters and summarize



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

4th year - Choose one or two areas of teaching to focus on, and write about this in your self-assessment

T & P – Broaden scope. Speak to comments in general across the probationary years.

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 over relied 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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