Developing and Documenting Your Teaching for the Academic Review Process

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Before we go there: some pro tips
(and if you're new to this, come to the Spring workshop on preparing for your first review)

- **KEEP RECORDS AND UPDATE YOUR BIOBIB (**sorry am I yelling?)

- Recognize that the personnel process at UCSC is overwhelmingly **faculty-centered** and **success-oriented**

- Be aware that the review process **is lengthy**

- Understand the **review process** for **merits** and **promotions**

- Be sure you understand the **purpose of the mid-career review**

The University of Unicorns

We are an AAU institution that is also a double minority-serving institution that describes itself as "student-centered." What might this mean for your path to tenure?

Teaching at UC Santa Cruz: A Developmental Approach

- No one expects you to arrive at UC Santa Cruz an **expert in teaching and mentoring.**

- However, the onus of determining how to **improve as an educator** is largely left to you.

- The elements of your **educational contributions** include not only how you teach, but also how you design courses, how you mentor, and, at this time in the institution's evolution, the degree to which you adopt and make actionable an **equity mindset.**

How to Get Support for your Teaching Development

- **Read your SETs** regularly, not just when you're up for review.

- Schedule a **SETs consultation** early to identify patterns and determine actions you can take to improve your teaching.

- Schedule a consultation to get help with **designing new courses or revising existing ones**–the time you spend will pay off in the long run by saving you time.

- If you teach a **high impact course**, schedule a consultation to consider historic equity outcomes for your course.

UCSC CAP Top 10 Tips for Candidates

6. Teaching: Summarize course offerings, **new preparations, innovative teaching practices,** training grants, co-teaching, and **mentoring** of undergraduates and/or graduate students, in the context of expectations and needs in your department. Be sure to address **persistent criticisms** that appear in student evaluations. For **mentoring** activity, be clear about which students completed their degrees during the review period, specify their degree/title, and explain your supervisory role in mentoring. If known, describe the career trajectories of those you mentored.

What [other measures](#) should or could I use to represent my teaching?

- **Personal Statement**

- **Mentoring Activities**

- **Annotated Syllabi**

- Peer Observation and/or Peer Review
- Contributions to Educational Equity
- Professional Development
- Contributions to Supporting the Culture of Teaching on Campus

****The Personal Statement (is how you control the narrative)****

Avoid evaluative language; focus on **documenting and reflecting** on your teaching choices. **Always start by reviewing your previous personnel action letter**:

- Craft your own **developmental narrative**. Give **course-level information** including "identification of any new courses taught or of old courses when there was substantial reorganization of approach or content."

- Focus on **changes you made** since the last time you taught the course, particularly in response to student or colleague feedback.

- Identify anything you learned and any information or insights that might **inform your teaching going forward.**

- You can refer to **SET results**, but don't quote from them or evaluate yourself.

Contextualizing Student Feedback

Refer to the [CITL Guide to Using SET Data](#):

1. Look for patterns and themes

2. Compare across as well as within particular courses

3. Identify deviations from patterns that may reflect the experiences of non-dominant student groups in your classes

4. Address any major negative comments that appear in more than two or three SETs

5. Ignore comments about things outside of your control

6. Summarize both strengths and areas in need of improvement

7. Go back to your prior review, identify any changes you've made on the basis of earlier feedback, and use that to show evidence of responsiveness

MENTORING (can be documented in personal statement or in a separate statement). *Provide comprehensive evidence of graduate/postdoc and undergraduate mentoring, research lab supervision:*

- Describe different types of mentoring/supervisory activities you are involved in

- Provide a comprehensive list of formal mentoring and supervision [BIOBIB]

- Record if you are heavily engaged in informal mentoring

- Provide evidence of student success including awards, honors, publications, current positions achieved

- Discuss professional development you engaged in to improve mentoring skills

Other "other measures" that can be included in the Personal Statement:

1. **Contributions to Educational Equity or Student Success**

2. **Professional Development**

3. **Contributions to Supporting the Culture of Teaching on Campus**