

UC SANTA CRUZ

Developing Your Teaching on the Path to Tenure

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A Few Meta-minders and Pro Tips

- **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**
- **Attend the Spring Quarter Preparing for Your First Review Workshop!**

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, determining how to **improve as an educator** is in part up to your motivation and attention.
- 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 in your teaching and mentoring**.

But you're not expected to do this by yourself



Teaching at UC Santa Cruz: A Supported Approach

New Faculty Teaching Academy →

Consulting with an instructional designer →

Teaching courses here for the first time →

Receiving, discussing, and incorporating feedback →

Redesigning and teaching again →

While: Mentoring, establishing labs and research groups, admitting and advising doctoral students, serving on departmental curriculum committees, etc.: all of these are **educational contributions**

A Supported Model of Teaching Development

- Schedule a TLC 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 TLC consultation to consider historic equity outcomes for your course.
- **Read your SETs** regularly, not just when you're up for review.
- Schedule a **SETs consultation** (ACPAS or TLC) early to identify patterns and determine actions you can take to improve your teaching.
- **Keep excellent records** of changes you have made to the course each time you teach it.

CAP Advice on Demonstrating Effective Teaching

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.

Demonstrating Teaching Effectiveness

The TLC has some easy to use resources for demonstrating teaching effectiveness:

An overall guide to [preparing the teaching portion of personnel review](#)

A guide (and consultations) for [reading and making use of SET feedback](#)

Information about [gathering and responding to mid-quarter feedback](#)

Consult with me, the TLC, or other mentors when preparing the teaching portion of your file, especially (but not only) if you have encountered some initial challenges in your teaching

Evidence of Teaching Effectiveness

- 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: Teaching

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.

The Personal Statement: Mentoring

- Provide a **comprehensive list of formal mentoring** and supervision [BIOBIB]
- Describe **different types of mentoring/supervisory** activities you are involved in
- 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