

Documenting your Teaching for Tenure and Promotion

(my experiences in the Mathematics faculty)

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Your Tenure and Promotion Package

- **Candidate's Brief:**
 1. Personal Data
 2. Research and Scholarship
 3. Teaching Activities
 4. Service
 5. Professional Activities
 6. Candidate's Statement (1-2 pages)+ Copies of relevant scholarly work
- **Case File (prepared by Chair and DTPC)**
 - Chair's covering memo & performance reviews
 - Documentation on Scholarship
 - Peer Teaching Evaluations
 - Documentation on Teaching (includes student course evaluations)

SECTIONS OF CANDIDATE'S BRIEF	WHAT I DID
3. TEACHING ACTIVITIES	
<p>Courses taught in past 5 years (title, level, approximate class size), Curriculum development, Thesis supervision (name, program, supervision period, thesis title). Other student supervision (masters essays, special projects, etc.) Thesis examination (year, name, degree, university)</p>	<ul style="list-style-type: none"> • Curriculum Development (2/3 page) <ul style="list-style-type: none"> • Undergraduate and graduate plan redesign work • Course design/redesign work • Students: 2 co-supervised doctoral, 10 master's essay, 4 undergrad research projects, 4 doctoral committees, 1 master's committee
6. CANDIDATE'S STATEMENT (1-2 pages)	
<p>The candidate's statement should give a personal overview of the candidate's strengths, accomplishments, and future plans in teaching, scholarship, and service. The statement should highlight contributions in teaching, curriculum development, administration, etc. that the candidate feels are particularly significant.</p>	<ul style="list-style-type: none"> • Research = 1 page • Teaching & Service = 1 page • Discussion of teaching style, history of courses taught • Special types of assessments (posters) • Math faculty "top teachers" • Steps taken to improve teaching (TEA) • Ongoing work (new course design)

SECTIONS OF CASE FILE	WHAT I DID
5. PEER TEACHING	
<p>Include evaluations from other faculty members who sit in the candidate's class and evaluate them. When faculty begin their 2nd probationary term, it might be an idea to have their courses evaluated that year, in case they are not teaching in the fall term in the year that they decide to go forward for promotion and tenure.</p>	<ul style="list-style-type: none"> • I had 3-4 peer teaching evaluations done pre-tenure • I was able to discuss and see the written evaluation each time • My chair/associate chair undergraduate arranged these but you may have to ask to have them done
6. DOCUMENTATION ON TEACHING	
<p>Table of student course evaluations by course for the last 5 years (or years since last promotion or tenure); include meaningful interpretive information. The course evaluations themselves need not be included unless they are from another faculty or if the Chair feels it necessary to include one for a particular reason. If letters from former students are included, the procedure used to solicit these responses should be explained.</p>	<ul style="list-style-type: none"> • Student evaluations are automatically included so I did not include them in my brief • I did not solicit any letters and to my knowledge neither did the DTPC

Some Advice

- Get your peer teaching evaluations done (annually, if possible) & incorporate suggestions into teaching
- Take documentable steps to improve your teaching (CTE courses, teaching conference, TEA, etc)
- Try to get involved in some curriculum development at the departmental level
- Other thoughts:
 - Do midterm course evaluations to address student concerns before they show up on final evaluations
 - Sit in on classes taught by department's top instructors
 - Mentor/supervise grad student special projects
 - Get to know your faculty's teaching fellow