

Advice for Preparing your RTP or NTT Evaluation Files from the Institute for Teaching and Learning



- 1. Take control of your own RTP or NTT Evaluation process.**
 - a. Know the criteria on which you will be evaluated. Read the relevant sections of the CBA and any guidelines from your department or school.
 - b. Know the deadlines. These are non-negotiable.
 - c. Seek out help in your department or school. Good resources include your department chair or school director, committee chair, senior faculty members, and colleagues who have recently completed the process.
 - d. Set goals related to your performance criteria; and make a plan to meet them.

- 2. Plan ahead.**
 - a. Keep files of relevant materials and save them throughout the year.
 - b. If you need peer reviews of your teaching, plan to do these in the academic year prior to your fall submission.

- 3. Organize your materials so they are in line with the evaluation criteria.**
 - a. Create folders that match the categories and language of the CBA.
 - b. Create a Table of Contents that matches the items required to be in your file by the CBA
 - c. Note that the list of evidence for teaching, scholarship, and service in the CBA is meant to be informative, not required. Use the categories that match your work. Don't create empty folders.

- 4. Pay close attention to previous RTP or NTT Evaluation recommendations.**
 - a. Carefully review all letters of recommendation, particularly the most recent ones. If your reviewers identify an area than needs attention or make a recommendation, *you should be taking action to address this feedback*.
 - b. In your narrative statement, explicitly address the progress you've make in response to prior feedback. Point to evidence in your file that demonstrates that you've been working on areas identified in prior letters of recommendation.

- 5. Keep your audience in mind.**
 - a. Many of your reviewers will not be experts in your discipline. This is one reason a well-organized file matters: reviewers look for specific items at different levels of review, and you need to make sure they can easily find them
 - b. Strive for conciseness and clarity.
 - c. Use your narrative statement to "tell the story" of how your record matches the requirements. Be explicit in showing how you are meeting your unit's specific criteria.
 - d. Guide your reviewers so they can easily see how the evidence you're providing meets the performance criteria. In addition to the required overall narrative statement, some faculty also include summary or narrative statements for teaching (such as summary table of teaching evaluations).