QTI Self Voice

Self Voice is a key evidence source as departments build a scholarly process to evaluate teaching. Reflective practice closely aligns with goal-oriented teaching and fosters continuous improvement, as faculty look back on what worked, what didn't, and what they might want to change.

[Guide to Representing Your Teaching (1)](#)

[Questions for Self Reflection in QTI](#)

[Example: Measuring Teaching Quality Using Faculty Self-Voice Documents](#)

[Example Tools and Resources for Self Reflection](#)

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Guide to Representing Your Teaching [1]

This guide offers a process for reflecting on teaching. Choose topics most relevant to your interests and teaching goals.

General guidelines for routine, self-reflection

- See [examples for reflection](#)
- Complete a short reflection *at least* once per year. (Could map into FRPA process)
- Reflect primarily for your own development, although pairing your reflection with teaching conversations with colleagues, mentors, mentees, etc., can deepen your experience.
- Consider reflecting on how your course(s) are going generally, or on a specific aspect of your teaching that proved to be particularly *effective* or *ineffective*.

General guidelines for writing the Faculty Statement on Teaching
- This statement should demonstrate active development of your teaching practices and is typically four pages for tenure review. You are not expected to address every reflection item in your Statement.
- When preparing to write your Statement, draw from the formative reflections you've done over time. Select the most relevant/important/interesting components and craft your Statement from them.
- Every level of review generally assigns two people to evaluate the dossier. Remember to write the Statement to engage your readers, not all of whom may be in your discipline.
- Ensure that
    - The statement has a guiding structure/theme
    - Disciplinary terms are clearly defined
    - Specific examples from *multiple* courses are used to bolster statements.
- Consider synthesizing across courses rather than describing each one separately.
- Before submission, consider sharing your statement with a colleague for friendly review.

Additional forms of representing teaching
- What additional data could a faculty member share with the evaluation committee to evaluate scholarly teaching? Consider examples, such as portfolios, described below.
- Does the department allow mechanisms to support faculty for routinely collecting and analyzing data from teaching, including measures of student learning, sample student work?

Questions for Self Reflection in QTI

1) **Goal Oriented**
   a) What are your goals for teaching for this evaluation period?
   b) What are your student learning goals for this course and how have you developed the goals?
   c) How have you determined whether or not your defined learning goals are being met? (e.g., What evidence have you gathered to evaluate what students learn in your courses? What assessment tools do you use and why? Are you incorporating both formative and summative assessment practices? How did you develop or find these tools? Do the tools align with your course goals?)
   d) How are you helping students set and assess their own achievement of learning goals?
   e) Have you modified any goals as a result of the evidence you've collected or based on any external factors (e.g., to be more or less challenging based on what happened in prior terms)?

2) **Scholarly**
   a) What teaching methods, assignments, and/or learning activities have you implemented in and out of the classroom this year? Why are these methods appropriate for use in your discipline, for the classroom environment, and/or for the course level?
   b) How have you expanded your knowledge about effective teaching practices, methods, or materials in your discipline? What opportunities have you sought for development (e.g., participation in Center for Teaching and Learning (CTL), Discipline-Based Education Research, Arts and Sciences Support of Education through Technology, or Colorado Learning and Teaching with Technology sessions; discussions with colleagues; any reading in pedagogical scholarship)? Have these experiences initiated reflection on/changes to your teaching?
   c) How have you modified your courses, syllabi, and/or materials to implement contextualized assignments (e.g., that connect to real world applications, prior knowledge, and/or future course applications)?
   d) What adjustments did you make in response to prior feedback (e.g., FCQs, peer observation, CTL observation, Qualtrics, surveys)? How do you incorporate evidence-based teaching practices into your courses?

3) **Inclusive**
   a) What steps have you taken to ensure a welcoming, safe learning environment for all students, with particular consideration for minoritized students in your classroom and/or lab?
   b) What efforts have you made this year to construct inclusive groups?
   c) What professional development have you sought to become more inclusive in your teaching practices? What steps have you taken to become aware of your own implicit biases? (2)(3)
   d) How have you integrated diverse perspectives into your teaching this year?
   e) How do you measure your mentees'/advisees' progress and help them measure their own progress? Do you adjust your mentoring practices to be inclusive of individual differences and needs?
   f) What regular advising practices do you employ when working with your undergraduate and/or graduate research students?

Example: Measuring Teaching Quality Using Faculty Self-Voice Documents

Please feel free to Adopt, Adapt, or Author a template or process starting with this example.

Scale: +/Positive; =/Neutral; -/Needs Work	+	=	-	Comments	Total
Scholarly					
Uses Multiple Approaches to Reach a Broad Range of Learners					
Uses Evidence-Based Teaching Practices in Discipline					
Goal Oriented					
Uses Evidence to Adjust Teaching to Improve Student Outcomes					
Learning Goals Aligned with Curricular, Programmatic, Departmental Goals/Priorities					
Evaluates Learning with Clear Rubric					
Inclusive					
Uses Inclusive Teaching Pedagogies and Methods					
Actively Recruits, Mentors, and Supports Minoritized Students					
Active Planning for How Minoritized Students Will Engage with Content					

Narrative Feedback for Faculty Member: What are 2-3 constructive comments that could assist the faculty member's ongoing growth as a teacher?

Example Tools and Resources for Self Reflection

This list will be updated as more examples become available.

Brief, formative tool for regular self reflection in QTI
- [Five-Minute Reflection](#)

Working Tools from CU Boulder Departments (Note: Questions about these examples should be directed to the specific department.)
- Formative tools
    - [Computer Science Self-Reflection Tool](#)
- Summative tools
    - Teaching Statement guidelines
        - [Mechanical Engineering](#)
        - [Mathematics](#)
    - Self reflection in annual merit
        - [Germanic & Slavic Languages & Literatures](#)
- In collaboration with peers
    - Companion piece to peer observation
        - [Program for Writing & Rhetoric Universal Observation Self-Reflection](#)
    - Partnering with others on writing
        - [MCEN 3-series workshop on writing P&T statements](#)

References

(1) Adapted from work developed by the Teaching Quality Framework Initiative (https://www.colorado.edu/teaching-quality-framework/) in collaboration with Mechanical Engineering, Germanic & Slavic Languages & Literatures, and other partnering departments at the University of Colorado Boulder. This work was sponsored by the National Science Foundation (DUE-1725959) - any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the NSF.

(2) Adapted from the Rubric for Statements of Teaching Philosophy by Matt Kaplan, Chris O'Neal, Debbie Meizlish, Rosario Carillo, and Diana Kardia (http://www.crlt.umich.edu/sites/default/files/resource_files/TeachingPhilosophyRubric.pdf) and the Teaching Quality Framework Assessment Rubric (https://www.colorado.edu/teaching-quality-framework/TQF_Assessment_Rubric) which draws on foundational scholarship including Scholarship Reconsidered (Boyer, 1990), Scholarship Assessed (Glassick, Huber, & Maeroff, 1997), and the University of Kansas Rubric for Departmental Evaluation of Teaching (https://cte.ku.edu/rubric-department-evaluation-faculty-teaching).

(3) University of Colorado Boulder resources on implicit bias and discrimination can be found here: https://www.colorado.edu/odece/diversity-plan/resources/implicit-bias-discrimination

(4) Harvard's Project Implicit has a series of Implicit Association Tests (IATs) that you can participate in here: https://implicit.harvard.edu/implicit/takeatest.html