



Guidance for preparing your faculty statement on teaching

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When preparing to write your faculty statement on teaching for reappointment, promotion, and tenure, we recommend reflecting on the following components of effective teaching and incorporating them into your statement. When writing your statement, think about the most relevant/important/interesting components and tailor your statement to those items. A strong teaching statement should highlight successes in your teaching to date, and also identify areas and strategies for growth in the future. For reappointment, promotion and tenure review, a typical statement is two to four pages. Not every statement is expected to address every component. These components are based on foundational scholarship¹ and not meant to be exhaustive or limiting.

As you think about turning your reflections into your written statement, keep in mind that you want the structure and language to engage the reader. For every level of review there are generally two people assigned to evaluate your dossier, each of whom will thoroughly read all components - it is important to remember that these reviewers may not be in your discipline.

In particular, consider ensuring that:

- The statement has a guiding structure and/or theme.
- Disciplinary jargon is avoided, and teaching terms and approaches (e.g., critical thinking, active learning) are explained in the context of the instructor's course(s)).
- Specific examples from multiple courses are used to bolster statements. *It may be helpful to synthesize across courses rather than describe each course separately.*
- Your statement does not need to be structured around the headings below - consider synthesizing across headings.
- If you would like to share more detailed information such as a complete list of teaching responsibilities, data showing teaching effectiveness, etc., you may wish to submit these in a teaching portfolio (documented evidence of teaching activities with context²) [[additional guidance available here](#)], rather than incorporating them into your teaching statement.
- Consider sharing your statement with your mentor and/or a colleague for friendly review before submission.
- Consider this as a framework for more frequent reflections.

Considerations for teaching statements during remote/online/hybrid teaching

As you prepare your teaching statement, consider the additional work, time, and adjustments that the new teaching formats required of you. You may wish to highlight things that went well, changes that took a great deal of effort, and/or lessons you've learned.

Goals for student learning

- What knowledge, skills, and attitudes are important for student success in your course?
- How do you articulate and share course goals with the students?
- How do you identify course goals that are appropriately challenging for the course level?
- What are you preparing students for?
- What are key challenges in the teaching-learning process?

Preparation for teaching

- What have you done to learn about best pedagogical practices in your discipline? To what extent have you sought out opportunities for development?
- How has student and peer feedback informed your teaching? Consider both in-the-moment modifications, and longer-term adjustments.
- What efforts have you made to design your courses, syllabi, and/or materials that show a commitment to meaningful assignments (e.g., that connect to real world applications, prior knowledge, and/or future course applications)?
- How do you prepare for all aspects of classroom mechanics (e.g., grading, use of technology, prepping activities, lectures, demonstrations, etc.)?
- What special preparation have you done to learn about and/or integrate new topics into your courses?

Methods and teaching practices

- What assignments, assessments, and activities do you implement in/out of the classroom?
- How do these methods contribute to your goals for students?
- Why are these methods appropriate for use in your discipline? For the classroom environment (e.g., lecture, lab)? For the course level?
- In what ways do you incorporate evidence-based teaching practices into your courses?
- How do you work to overcome student challenges or address them when they arise?

Creating an inclusive learning environment

- How do you create a positive and inclusive learning environment that is respectful, cooperative, and encourages motivation and engagement?
- How do you make your teaching supportive of different student approaches to learning (e.g. considering accessibility, designing a variety of assessment and activity formats, etc.)?
- What steps have you taken to become aware of your own implicit biases³?
- How do you integrate diverse perspectives (within the discipline, politically/socially, gender, race, ethnicity, etc.) into your teaching?
- How do you attend to issues of equity within the discipline through your teaching and/or mentoring?
- In what way(s) do you make yourself accessible to students?

Assessment of goals (measuring student learning)

- What sorts of assessment tools do you use (e.g., exams, pre/post tests, papers, surveys, portfolios, journals), and why? How did you develop or find these tools?
- Are your assessments aligned with your course goals? In what ways?
- Beyond grades, how do you know your goals for students are being met?
- How do you use assessment results to make course adjustments?

Mentorship and Advising

- What are your aims/goals for working with students that you mentor or advise?
- How have you worked with your advisees/mentees in defining appropriately challenging goals?
- As a mentor, how do you measure your students' progress and help your students measure their own progress?
- What regular advising practices do you employ when working with your undergraduate and/or graduate students?
- What efforts have you made to create a supportive and inclusive environment for student success?
- In what ways have you helped to prepare your advisees/mentees for graduation and future career goals?

Teaching Service and Scholarship

- What contributions have you made to the broader teaching community on campus (e.g., mentoring others about teaching, developing curricula/courses, service on teaching-related committees, etc.)?
- What efforts have you made to disseminate your teaching contributions to the external teaching community (e.g., public presentations/seminars, peer-reviewed publications, published curricula/textbooks, consultation to other institutions, etc.)? What impact have these efforts had (e.g. curricula in use at other institutions, supporting faculty at another institution, etc.)?
- In what ways have you contributed to educational outreach in your discipline (e.g., K-12, museums, social media, etc.)?

1 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 Initiative rubric, which draws on foundational scholarship including *Scholarship Reconsidered* (Boyer, 1990), *Scholarship Assessed* (Glassick, Huber, & Maeroff, 1997), and work at the University of Kansas (e.g. [Benchmarks for Teaching Effectiveness](#)). Developed by the MCEN Departmental Action Team (Jean Hertzberg, Jana Milford, and Daniel Knight) in partnership with the Teaching Quality Framework Initiative (<https://www.colorado.edu/teaching-quality-framework/>) with sponsorship 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 Vanderbilt University guidance on teaching portfolios can be found here: <https://cft.vanderbilt.edu/guides-sub-pages/teaching-portfolios/#guidelines>

3 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>