

Department of Sociology
Self-reflective teaching statement for annual merit review

Reflecting on the past calendar year, consider how you have sought to make your teaching more inclusive, goal-oriented, and scholarly. The College of Arts and Sciences defines inclusive, goal-oriented, and scholarly teaching as follows:

- Inclusive teaching at CU Boulder is designed with an eye toward the wide range of ways in which our students and educators teach and learn. In part, inclusivity means supporting diverse approaches to learning using a variety of teaching practices. Inclusivity also involves sensitivity to and support of diversity of students and faculty from across the range of social, economic, and demographic factors. Frequently, this sensitivity is geared toward initiatives in the classroom but also involves mentorship of students and support of their efforts to achieve their professional and personal goals.

In your view, did your efforts to make your teaching inclusive meet, exceed, far exceed, or not meet your expectations and those of the College?

- Does not meet expectations
- Meets expectations
- Exceeds expectations
- Far Exceeds expectations

- Hallmarks of quality teaching at CU Boulder include teaching that is: (1) guided by clearly articulated learning goals; (2) based on a curriculum designed to prepare, enact, and achieve those goals; and (3) evaluated and responsive to various forms of feedback, including evidence of impacts on learning. Additional elements of goal-oriented teaching may include engaging in efforts to make visible the achievement of specific learning outcomes, as well as to improve and adapt to the needs of diverse learners.

In your view, did your efforts to make your teaching goal-oriented meet, exceed, far exceed, or not meet your expectations and those of the College?

- Does not meet expectations
- Meets expectations
- Exceeds expectations
- Far Exceeds expectations

- Scholarship on teaching and learning and domain-specific studies of education provide clear pictures of effective, evidence-based, and often innovative approaches for our CU Boulder educators to draw from and contribute to. These high impact practices may include (and are not limited to): engaging students in classroom settings; challenging them appropriately; providing structured research experiences; experiential learning opportunities; bringing appropriate faculty research or creative work into our classrooms; developing technology-based and innovative teaching methods; individualized mentoring; and nurturing a sense of identity, belonging, and reflection among our students. Scholarly approaches to teaching at CU Boulder encourage our own continued development as educators and may seek to make our practices and impacts visible through dissemination and peer review.

In your view, did your efforts to make your teaching scholarly meet, exceed, far exceed, or not meet your expectations and those of the College?

- Does not meet expectations
- Meets expectations
- Exceeds expectations
- Far Exceeds expectations

In the space below, describe any steps you will take to improve or maintain these standards.

What other teaching contributions, challenges, or concerns, if any, would you like to share?