

Guide for reflecting on your teaching in preparation for writing your Faculty Statement on Teaching¹

[Math - DRAFT]

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. For tenure review, a typical statement is one to three pages. Not every statement is expected to address every component. This guide is in the early stages of development and we welcome your feedback!

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 at least two people assigned to evaluate your dossier, some of whom are required to thoroughly read all components - it is important to remember that these reviewers will likely not be in your discipline. In particular, consider ensuring that:

- The statement has a guiding structure and/or theme.
- Specific examples from multiple courses are used to bolster statements. It may be helpful to synthesize across courses rather than describe each course separately.
- Consider sharing your statement with a colleague for friendly review before submission.

Methods and Teaching Practices

- What teaching methods do you use?
- What assignments, assessments, and learning activities are implemented in and out of the classroom?
- How do these methods contribute to your goals for students?
- How do you encourage students to be engaged with and/or interested in the material?
- Why are these methods appropriate for use in your discipline? E.g. are they evidence-based? Standard practice?
- How do you work to overcome student challenges or address them when they arise?

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 do you identify student challenges?
- How has student and peer feedback informed your teaching?

Goals for Student Learning

- What knowledge, skills, and attitudes are important for student success in your discipline?
- What goals do you have for your students, and how do you communicate these goals to your students?

- In what ways do you support your students in developing mathematical maturity?

Creating an Inclusive Learning Environment

- How do you create a positive and inclusive learning environment that is respectful, cooperative, and encourages motivation and engagement?
- In what way(s) do you make yourself accessible to students?
- How do you address issues of equity, inclusion, and diversity within the classroom?

Assessment of Goals (Measuring Student Learning)

- How do you assess student learning (e.g., tests, homework, presentations, papers, classroom discussion), and why? How are they aligned with your course goals?
- How do these assessments contribute to student learning?
- How do you use assessment results to make course adjustments?

Mentorship and Advising

- How does mentorship and advising fit into your role as an instructor?
- What efforts have you made to advise/mentor students in a supportive and inclusive way (e.g., meeting norms, feedback/assessment practices, availability, etc.)?
- In what ways have you helped your advisees/mentees develop a voice and identity as a mathematician?
- In what ways have you helped to prepare your advisees/mentees for graduation and their career goals?

Teaching Service and Scholarship

- What contributions have you made to the broader teaching community on campus (e.g., conversations with colleagues about teaching, mentoring others about teaching, participating in on campus professional development opportunities, etc.)?
- What contributions have you made to the broader community beyond the university (e.g., public presentations/seminars, publications about teaching/learning, published curricula/textbooks, K-12 outreach, etc.)? What impact have these contributions had?

ⁱ Adapted by the Math Departmental Action Team from the MCEN teaching statement guidelines (<https://www.colorado.edu/teaching-quality-framework/teaching-statement-guidelines-MCEN>), in partnership with the Teaching Quality Framework Initiative (<https://www.colorado.edu/teaching-quality-framework/>), and 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.