

Template for Teaching Portion of Personal Statement

Aligned with August 2019 Memorandum of Understanding on Teaching Quality Standards – for use in Teaching Evaluation beginning Fall 2020.

The purpose of the teaching portion of the personal statement is for the faculty's own voice to inform the review process and to highlight elements of their teaching practice related specifically to the Teaching Quality Standards.

The structure below is offered as an outline to assist faculty in their self-presentation for any major review such as midterm, promotion, tenure, or post-tenure review. The template has been designed to assist faculty being reviewed under the new Teaching Quality Standards, but use of this template is not required.

Section I: Context

Provide a very brief overview of classes that you teach that will inform your statement below. Consider details such as number of classes, size of classes, on-line, hybrid, or face-to-face classes, upper or lower division, Core Education (General Education) satisfying etc. What is the balance between undergraduate and graduate students, majors or non-majors, etc.

Section II: Professional Teaching Standards

The three professional teaching standards listed below are foundational expectations that must be met in every course. For this teaching statement, provide some examples from one or more of your courses during the review period in which the following foundational standards are highlighted:

- Readily available, coherently organized, and high quality course materials; syllabi that establish student workload, learning objectives, grading, and class policy expectations.
- Respectful and timely communication with students. Respectful teaching does not mean that the professor cannot give appropriate critical feedback.
- Students' activities in and out of class designed and organized to maximize student learning.

Section III: Inclusive Teaching Standards

Provide examples from one or more of your courses during the review period in which the following standards are highlighted:

- Instruction designed to ensure every student can participate fully and that their presence and participation is valued.
- The content of the course reflects the diversity of the field's practitioners, the contested and evolving status of knowledge, the value of academic questions beyond the academy and of lived experience as evidence, and/or other efforts to help students see themselves in the work of the course.

Section IV: Engaged Teaching Standard

Describe how you engaged in continual improvement of your teaching practice across the review period. Consider discussing how you incorporated feedback from students and peers, or how insights from professional development opportunities led to changes in your teaching practice. The specific teaching standard that you are addressing is:

- Demonstrated reflective teaching practice, including through the regular revision of course content and pedagogy.

Section V: Research-Informed Teaching Standards

Provide examples from one or more of your courses during the review period in which the following standards are highlighted:

- Instruction models a process or culture of inquiry characteristic of disciplinary or professional expertise.
- Evaluation of student performance linked to explicit goals for student learning established by faculty member, unit, and, for core education, university; the goals and criteria for meeting them are made clear to students.
- Timely, useful feedback on activities and assignments, including indicating students' progress in course.
- Instruction engages, challenges, and supports students.

Section VI: Additional Positive Factors

Consider documenting your efforts related to any of the following additional positive factors listed in the MOU. These are not required for an evaluation of "exceeds expectations," but in some cases may improve an evaluation from "meets expectations" to "exceeds expectations." These include, but are not limited to:

- Participation in professional teaching development, and/or engagement in campus or national discussions about quality pedagogy and curricula;
- Development of new courses;
- Facilitation of productive student interaction and peer learning;
- Contribution to student learning outside the classroom as demonstrated by, for example, the development of co-curricular activities or community-engaged projects, or a coherent approach to academic coaching and skill-building in office hours;
- Contribution of teaching to the Clark Honors College, departmental honors, first-year experiences, or other educational excellence and student success initiatives;
- Grants, fellowships, or other awards for teaching excellence and innovation;
- Supervision of research/creative activity of graduate and undergraduate students beyond the mentoring expected as part of one's professional responsibilities such as joint conference presentations, co-authorship of research articles, creative production and other work, and teaching independent study, research, and readings courses;
- Serving on a higher than average number of graduate student committees.

Section VII: Unit Specific Standards

If your unit has made any additions to the baseline Teaching Quality Standards listed in the August 2019 MOU, considering addressing those in this final section. This is unlikely to apply to any reviews being conducted in Fall 2020.