



Tenure & Promotion: Writing your Teaching, Research, & Service Statements

College of Education
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Agenda

- Why is it important?
- The process.
- Considerations for each focus area.



Statements: Document the Quality of your Teaching, Research, and Service



- The Basic Process
 - Brainstorm/Organization
 - Like a syllabus you need to think about ultimate/end goals for your courses.
 - What knowledge and skills do your students need to master?
 - How are you going to provide window in your courses?
 - Write draft
 - Think of your history as a narrative (past, current, & future).
 - Structure your statement around goals, methods, & assessment.
 - Identify themes, concepts, & ways of thinking.
 - Be specific & provide concrete examples.
 - Incorporate inclusivity.
 - Obtain feedback from colleagues
 - There is no substitute for having others read your draft statement!
 - Revise



GRIDS: Philosophy of Teaching Statement Staples



- **Goals**
- **Rationale**
- **Illustration/Implementation**
- **Development**
- **Success**
 - <https://ucat.osu.edu/blog/grids-philosophy-of-teaching-statement-staples/>

Organize your teaching accomplishments: Internal and external evidence



Internal

- How does course design fit learning objectives? (syllabus, sample course materials, narrative)
- How well do students meet course objectives?
 - Document opportunities students have to work through material
 - Proportion of class showing change over course of semester
 - Other forms of assessment
- What do students think of the course and your instruction?
- How do you guide student thinking and behavior?

External

- Peer review of class instruction or course materials
- Conference/Workshop presentations, Publications
- Curriculum grants
- Teaching awards or recognition from other sources noting Instructor's ability to engage students
- Feedback from alumni or employers on student learning (usually rare to have this)



Writing your draft....

- What do you believe about teaching?
 - What is most important in your courses or in the types of students you work with?
- How does your approach to teaching facilitate student learning?



How does your approach to teaching facilitate student learning?

- Provide specific examples and support through references to:
 - Course materials
 - Student work
 - Pre-test/post-test
 - Reflection on what is working and why
 - Document student learning
- Only include course materials that connect to specific points being made in narrative.



Include Your Accomplishments!

- Evidence for student-learning outcomes
- Teaching-related publications and/or presentations
- Teaching awards
- Teaching grants (curriculum, technology, online, other?)
- Course development
- Teaching innovations/curriculum design
- Teaching-related service
- Professional development relevant to teaching
- Discuss trends in student evaluations (or key items you want the committee to notice)
- Any additional information related teaching
 - Example: Evidence of student mentoring
 - Student Research?
 - Student Advising?
 - Clinical Placements?
 - Relevant community service?



Common Weaknesses

- Lack of reflection or sufficient detail
- Abstract philosophy
- Using overly emotional language
- Empty statements
- Statement lacks examples that pull reader into the classroom and “see” rationale for your approach



Teaching Statements

- It's more than philosophy...
- Write about how you implement that philosophy in your classroom(s) and how it works.
- Discuss other teaching activities such as community education and Scholarship of Teaching and Learning.
- Short concrete examples to provide a flavor of what it is like to be in your class.
- Be personal, use "I" and contractions.
- Sharing your passion for teaching!



Research or Scholarship Statements



The statement

- A brief history of your past research experience, the current state of your research, and the work you intend to complete.
- Situates your work within the larger context of your field.
- Addresses how your work contributes to, complicates, or counters other work being done.

What should it include?

- Begin with your broad field, larger questions of interest, & then move to specific areas of interest.
 - Include presentations, publications, creative works.
- Include external and internal grants or contracts.
 - Level of effort
 - \$'s
- Demonstrate progression and line(s) of research.
 - Past.
 - Current.
 - Future.



Other considerations

- Interwoven and show progression.
- Include specific examples.
- Sell yourself!



Service Statements



Service

- *Faculty* as university citizens actively participate in advancing the interests of the department, the college, and the university for the benefit of the institution, the profession, and the community.
 - Community
 - Profession
 - National or International
- Address the nature, complexity, magnitude, and duration of the service.
- The questions to guide your thinking are much like the questions for teaching.



Reflection Questions for Service

- **What type of service do you do?**
 - What are the main types of service that you do? You should focus on activities that are particularly important/time-consuming/challenging. Service in leadership roles is particularly valued.
- **Why do you engage in service?**
 - Why are you drawn to these particular service activities?
 - Is it rewarding, an enjoyable challenge, a service to others?
- **What are your goals?**
 - What are you hoping to accomplish through these service activities?
- **How do you do this service?**
 - Are there any particular strengths that you bring to these activities?
 - Are there any particular challenges that you must overcome?
- **How effective are you?**
 - Do you have evidence that your work has made an impact?
 - Refer to outcomes such as reports, projects, policies, or other outcomes of your work.



Helpful links in addition to handouts...

- [UNC Writing Center](#)
- [University of Michigan: Teaching Philosophy Statements](#)
- [University of Minnesota: Step by Step Instructions to Writing Your Statement](#)
- [Rubric for Writing Your Teaching Statement](#)
- [How to Talk About Teaching](#)
- [4 Steps to a Memorable Teaching Philosophy](#)
- [Understanding Our Strengths & Weaknesses as Teachers](#)