

# USC Chan Teaching Statement Guidelines

Please summarize your major accomplishments and impact in the teaching/student-centered domain that, using the “teaching statement template” provided below. This teaching statement is a written reflection on your teaching experiences and mentoring activities, including integration of relevant feedback from student learning experience evaluations, informal/formal feedback and accomplishments by mentees, as well as any relevant feedback or evaluations from peers/colleagues/mentors. Please respond only to applicable items, dependent upon your load and assignments, and indicate if a section is not applicable (N/A). You may explain anything else that is not explicit in the CV or the tables of courses and guest lectures/labs above. Limit response to two pages.

1 List your 2018 teaching/student-centered goals (as listed on faculty development plan), along with any other teaching/student-centered goals you addressed throughout the year.

## 2 Teaching Qualities

Discuss your perspective on the qualities of your teaching that matter most to students.

## 3 Teaching Practices and Outcomes

Provide specific examples of your teaching practices that support the goals identified above, along with clear and concise evidence of how these practices have led to improved student learning outcomes. Examples might include active-learning strategies, key assignments/assessments with corresponding learning objectives, and other course materials (readings, videos, podcasts, etc.).

## 4 Alignment with USC Definition of Excellence in Teaching

Give examples of how your teaching practices align with and support the USC Chan Definition of Excellence in Teaching.

## 5 Student Mentoring and Impact

State number of student mentees you have personally mentored in each academic program and describe any notable accomplishments by mentees or in collaboration with mentees.

## 6 Areas for Improvement

Articulate specific areas for future improvement or changes to teaching practices based on student outcomes, course evaluations, student feedback, peer/mentor/supervisor feedback or other data.

## 7 Teaching/Student-Centered Goals for 2019

Draft a clear and concise goal or goals for improving your teaching/student-centered activities, aligned with the above areas for improvement (to be finalized during 2019 merit review meeting).

8 Describe how the above activities contribute to excellence in teaching in the division and beyond.

9 Other comments regarding teaching activities/accomplishments (development activities, awards, teaching grants, etc.).

## Teaching Statement Evaluation Guide

The Teaching Statement submitted in the 2018 self-evaluation will be evaluated using the following criteria and rubric:

### Relationship to Merit Ratings:

Agree Fully (Exceptional/Outstanding)

Agree Mostly (Outstanding/Meritorious)

Agree Somewhat: Meritorious/Needs Improvement

Disagree: Needs Improvement/Unsatisfactory

Criteria	Evaluation				Comments to Support Rating
<b>1. Teaching/Student-Centered Goals for 2018</b>	<input type="checkbox"/> Goals included	<input type="checkbox"/> Goals not included			
	Agree Fully	Agree Mostly	Agree Somewhat	Disagree	
<b>2. Teaching Qualities</b> Provides a thoughtful discussion of teaching qualities with consideration of student feedback and personal reflections.					
<b>3. Teaching Practices and Outcomes</b> Provides a thorough and comprehensive description of teaching practices and outcomes. Teaching practices are innovative, evidence-based and/or theoretically informed. Teaching practices and outcomes align with goals.					
<b>4. Alignment with Definition of Excellence in Teaching</b> Examples of teaching practices explicitly align with the Definition of Excellent in Teaching in a meaningful way.					
<b>5. Student Mentoring and Impact</b> States number of student mentees in each academic program with description of notable accomplishments (impact) by mentees or collaboratively. Accomplishments reflect innovative, evidence-based or theoretically informed deliverables.					
<b>6. Areas for Improvement</b> Describes specific areas for future development in teaching/student-centered domain with evidence for selection(s).					
<b>7. Teaching/Student-Centered Goals</b> Includes a DRAFT of goal or goals for 2019 (to be finalized on faculty development plan at merit meeting).					
<b>8. Provides evidence of</b> development activities, awards or teaching grants, etc... which reflects a substantial contribution to excellence in teaching in the division and beyond.					