Department of Mathematics and Statistics Teaching Plan

Faculty Responsibilities

1. Conduct one peer observation of a class for a colleague or graduate part-time instructor annually **or** invite a colleague to complete a peer observation of one of your classes. Observation forms will be provided.
2. Include in the "Self Appraisal and Goals" section of Faculty Success (formerly called Digital Measures) a brief description of how each of your long-semester classes went (not including independent study courses). The suggested reflection questions below may be useful in giving you ideas to consider. Please note that this need not be very long but is instead intended to provide space to consider what went well, what didn't go well, and what might be changed next time. If things did not go well, include your plan to improve things next time.
3. Attend at least one seminar, professional development workshop, or conference sponsored by the department, STEM-CORE, the TLPDC, or its equivalent (e.g., a national teaching conference or a webinar or podcast on enhancing teaching).

Incentives for Full Faculty Participation in the Teaching Plan

1. Participation will be included in annual faculty evaluation teaching scores.
2. Strengthen teaching component in third-year reviews, tenure and promotion dossiers, continuing appointment dossiers, and comprehensive performance evaluations.
3. Support for nominations of teaching awards.

Suggested Reflection Questions on Teaching

1. What did I enjoy about teaching this course?
2. What concerns did I have while teaching this course?
3. What challenged me while teaching this course?
4. How do my teaching and presentation methods serve my students?
5. How did I actively engage students in learning the content in this course? In the future, what strategy will I use to further engage students with whom I may have struggled in connecting with this semester?
6. Which assignments or classroom activities were most effective in meeting the student learning outcomes?
7. Which assignments or classroom activities were the least effective, did not work as hoped, or both? What modifications can I make to improve the effectiveness of the assignments or classroom activities?
8. How did my professional experiences, expertise, or research inform or enhance my teaching?
9. If I tried a new teaching strategy, method, or technique, what worked well and how could I improve it in the future?
10. What pedagogical innovations or changes do I plan to make to increase student learning in the future?
11. How *did I* use student evaluations, peer observation, or both to improve my course?
12. How *will I* use student evaluations, peer observation, or both to improve my course in the future?

Definition of Excellence in Teaching and Learning

Professional Teaching

Professional teaching combines the pedagogical knowledge, organizational practices, and communication skills necessary to design and implement a high-quality course while including appropriate and up-to-date use of technology to support the instructor's learning outcomes and promote student learning.

Inclusive Teaching

Inclusive teaching engages and values every student and facilitates a positive social and emotional climate of the class.

Engaged Teaching

Engaged teachers participate in ongoing professional development, innovation, and reflection to prepare them to actively engage their students in every class.

Contemporary Evidence-based Teaching

Contemporary evidence-based teaching means teaching practices are evidence-based and the university's strategic priority on research and creative activities is infused, as appropriate, into the teaching and learning process.