Guideline

Teaching Statement

Note: If you teach courses for credit at other institutions (such as library schools), this activity should be included in your Statement of Accomplishments section and perhaps also discussed in your Candidate’s Statement.

The Teaching Statement is specifically (only) for use by those candidates who teach courses for credit at Carnegie Mellon University that are formally evaluated by the students at the end of the semester. It will *not* be applicable to most candidates.

**If the Teaching Statement *does not apply to your position***, you may omit the section entirely or create a statement such as, “This section not applicable. This position carries no responsibilities for teaching courses for credit at Carnegie Mellon University.”

**If the Teaching Statement *does apply to your position***, your two to three page statement should include the following points:

- Describe your teaching goals and philosophy (i.e. self-sufficient consumers of information), your background and experience which prepared you for the course.
- Describe your course(s), the major sections and assignments and your rationale for them—i.e. introducing key research resources in their field; their types (index/abstract, handbook, etc.; the concepts behind the sources they’ll be using, importance of critical thinking and evaluation of print resources and electronic resources available on the www, etc.). Cite any relevant experts in the field of teaching and librarianship which may have influenced you. Also describe any courses you plan to teach in the near future.
- Give evidence of course development, such as showing how syllabi have changed over time due to feedback from course evaluations or from research read that influenced your thinking.
- Do you use innovative ways to present information? If so, describe them.
- Can you show the impact or influence your course has had on students? What improvements do they make?
- Guest speakers? Who and why? Any course texts, web pages, other instructional materials developed for the class? Which and why?
- Discuss your teaching evaluation scores—how has course feedback influenced your teaching?
- Describe your efforts to improve your teaching and advising skills (workshops and symposia attended, etc.).
- Describe your future teaching plans.
- Attach copies of all course evaluations.
- Detail the advising of Carnegie Mellon students that you do, including who they are, what kinds of issues they bring to you, and how you address their problems.

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