

Mathematics Faculty Hiring Survey

1. Welcome

Thank you for participating in this study by the Center for Teaching at Vanderbilt University. Responding to this survey should take approximately 10 to 15 minutes. We sincerely appreciate your time.

The goal of this project is to better understand the role of teaching in the academic hiring process in mathematics, with a particular focus on searches for tenure-track assistant professors. We are interested in documenting how academic search committees in mathematics collect and evaluate information about candidates' teaching experiences, skills, and philosophies.

Our research results will inform the efforts made by Ph.D.-granting institutions to prepare their graduates for success on the academic job market in mathematics. In turn, graduates who are better prepared to convey their qualifications will make the hiring process easier and more efficient for mathematics search committees.

Your participation is both voluntary and confidential. All responses will be kept completely confidential: neither you nor your institution will be identified in any presentation of research findings.

This research is being performed by a group lead by Derek Bruff, Ph.D., Assistant Director of the Vanderbilt University Center for Teaching and Senior Lecturer in Mathematics (615-322-7290; derek.bruff@vanderbilt.edu).

Note: You may print a copy of this page or record the contact information above for your future reference.

2. T v. R

1. Academic hiring committees vary in the way they prioritize different factors as they search for appropriate candidates. Considering the *overall hiring process*, what importance did your committee assign each of the following five factors while evaluating candidates?

| | Extremely <i>Unimportant</i> | <i>Unimportant</i> | Somewhat <i>Unimportant</i> | Somewhat Important | Important | Extremely Important |
|--|---------------------------------|--------------------|--------------------------------|-----------------------|-----------|------------------------|
| Publication record / potential as a researcher | jñ | jñ | jñ | jñ | jñ | jñ |
| Teaching ability | jñ | jñ | jñ | jñ | jñ | jñ |
| Potential for obtaining external funding | jñ | jñ | jñ | jñ | jñ | jñ |
| Service record | jñ | jñ | jñ | jñ | jñ | jñ |
| Collegiality | jñ | jñ | jñ | jñ | jñ | jñ |

3. Role of T in Decisions

2. What importance did your committee assign *teaching effectiveness* in making each of the following decisions?

| | Extremely Unimportant | Unimportant | Somewhat Unimportant | Somewhat Important | Important | Extremely Important | Not Applicable |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Deciding whom to invite for first round interviews (telephone or conference interviews) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Deciding whom to invite for campus interviews (final interviews) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Deciding to whom to offer the position | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. Request TPS?

3. Some institutions request a statement of teaching philosophy from their applicants. Did you request a statement of teaching philosophy *at any time* in the hiring process?

- Yes
- No

5. Committee Requested TPS

4. At what stage or stages in the search process did your committee request statements of teaching philosophy from applicants?

- Initial Application Materials
- First Round Interviews (telephone or conference interviews)
- Campus Visits (final interviews)

5. Why did your search committee request a statement of teaching philosophy?

6. When your committee reviewed teaching philosophy statements, what factors distinguished those that were thought to be particularly successful?

7. When your committee reviewed teaching philosophy statements, what factors distinguished those that were thought to be particularly *unsuccessful*?

6. Didn't Request TPS

8. Why did your search committee not request a statement of teaching philosophy?

9. Based on your experience, how do you think your search committee would respond if an applicant submitted a statement of teaching philosophy even though a statement was not requested?

| | Extremely Negative | Negative | Somewhat Negative | Somewhat Positive | Positive | Extremely Positive | Don't Know |
|--|--------------------|----------|-------------------|-------------------|----------|--------------------|------------|
| Submitting an unsolicited statement of teaching philosophy <i>with initial application materials</i> would be... | j0 | j0 | j0 | j0 | j0 | j0 | j0 |
| Submitting an unsolicited statement of teaching philosophy <i>during first round interviews (telephone or conference interviews)</i> would be... | j0 | j0 | j0 | j0 | j0 | j0 | j0 |
| Submitting an unsolicited statement of teaching philosophy <i>during a campus visit (final interview)</i> would be... | j0 | j0 | j0 | j0 | j0 | j0 | j0 |

10. Beyond the job search we have been focused on today, have you ever reviewed any statements of teaching philosophy (for instance, while working on another hiring committee)?

Mathematics Faculty Hiring Survey

Yes

No

7. Components of a TPS

11. Considering your experience with statements of teaching philosophy, how interested would your committee be in the following potential components of a candidate's statement?

| | Extremely <i>Uninterested</i> | <i>Uninterested</i> | Somewhat <i>Uninterested</i> | Somewhat Interested | Interested | Extremely Interested |
|---|----------------------------------|--------------------------|---------------------------------|--------------------------|--------------------------|--------------------------|
| Discussion of goals for student learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Discussion of teaching methods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Discussion of methods of student assessment (testing, grading, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Discussion of how one's discipline shapes or influences teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Discussion of diversity and the learning environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. Other Ways of Assessing Teaching

In addition to statements of teaching philosophy, we are interested in other materials search committees use to evaluate a candidate's teaching effectiveness.

12. In evaluating *initial application materials*, how useful did your search committee find the following materials in evaluating a candidate's teaching effectiveness?

| | Not at All Useful | Somewhat Useful | Useful | Very Useful | Extremely Useful | Our committee did not evaluate this material. |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| Course Syllabi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Student Evaluations / Student Ratings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Description of Teaching Interests | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teaching Portfolio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Examples of Graded Student Work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Letters of Recommendation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Record of participation in a teaching development program for future faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Statement of Teaching Philosophy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Mathematics Faculty Hiring Survey

13. During the *later stages of the hiring process* (telephone, conference, and on-campus interviews), how useful did your search committee find the following materials and interactions in evaluating a candidate's teaching effectiveness?

| | Not at All Useful | Somewhat Useful | Useful | Very Useful | Extremely Useful | Our committee did not evaluate this material or interaction. |
|--|-------------------|-----------------|--------|-------------|------------------|--|
| Course Syllabi | 10 | 10 | 10 | 10 | 10 | 10 |
| Student Evaluations / Student Ratings | 10 | 10 | 10 | 10 | 10 | 10 |
| Description of Teaching Interests | 10 | 10 | 10 | 10 | 10 | 10 |
| Teaching Portfolio | 10 | 10 | 10 | 10 | 10 | 10 |
| Examples of Graded Student Work | 10 | 10 | 10 | 10 | 10 | 10 |
| Letters of Recommendation | 10 | 10 | 10 | 10 | 10 | 10 |
| Record of participation in a teaching development program for future faculty | 10 | 10 | 10 | 10 | 10 | 10 |
| Statement of Teaching Philosophy | 10 | 10 | 10 | 10 | 10 | 10 |
| Candidates taught a class during a campus visit | 10 | 10 | 10 | 10 | 10 | 10 |
| Candidates gave a pedagogical colloquium / teaching job talk | 10 | 10 | 10 | 10 | 10 | 10 |
| Candidates gave a research talk | 10 | 10 | 10 | 10 | 10 | 10 |
| Candidates met with students | 10 | 10 | 10 | 10 | 10 | 10 |
| Interview questions addressed to candidates that covered teaching issues | 10 | 10 | 10 | 10 | 10 | 10 |

9. Trends

14. The following questions are designed to identify trends in the role of teaching in academic hiring practices.

| | Increased | No Change | Decreased | Do Not Know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| In your <i>department</i> , has there been a change in the last five years in terms of the emphasis placed on teaching in the evaluation of job candidates? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In your <i>college or university</i> , has there been a change in the last five years in terms of the emphasis placed on teaching in the evaluation of job candidates? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In your <i>discipline as a whole</i> , has there been a change in the last five years in terms of the emphasis placed on teaching in the evaluation of job candidates? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. If you *have* noticed any change(s) in the emphasis on teaching in the hiring process, please comment below.

10. Last Question

This is the last question. You are almost done!

16. Do you have any additional insight or advice that may be helpful to Ph.D.-granting institutions in their efforts to prepare graduates for conveying teaching effectiveness on the academic job market?

11. Thank You

Thank You!

We wish to thank you for your participation. If you have any questions about this survey, please contact Derek Bruff (615-322-7290; derek.bruff@vanderbilt.edu).