CRITERIA FOR TEACHING STATEMENTS & VITAS
Last updated Fall 2018

The following four criteria will be used to evaluate the submissions. Please note that the lists here provide *examples* of how you might talk about each of the criteria; there is not an expectation that each candidate will cover each sub-area in depth. Also, there is necessarily some overlap across criteria. For our nominees interested in recognition for High Impact Learning, it is expected that evidence of your high-impact pedagogies will be embedded within your overall discussions.

Identity, Growth, and Reflective Practice as an Educator

- Offers evidence of growth, risk-taking, and/or development as educator, over time and/or in relation to a single course
- Shows self-awareness of his/her educational values, goals, strengths and weaknesses
- Seeks out and builds on new knowledge to support his/her teaching
- Seeks out and builds on feedback on his/her teaching, from colleagues and/or students
- Articulates a distinct, integrated educational identity, pathway, or plan

Support for Student Learning via Assignments, Activities, and Feedback

- Designs course materials to connect students with crucial aspects of a subject, field, and/or profession
- Links student learning to big-picture, real-world, and/or individually relevant situations
- Facilitates students' active learning, participation, excitement, and exploration, in and beyond the classroom, via a range of strategies and modalities
- Works to create inclusive, engaging, and flexible spaces for student learning, to reach a range of students
- Uses scaffolding, collaborative learning, guided inquiry, and/or project-based learning to move students into more complex understandings or achievements
- Provides a variety of systematic, ongoing feedback to students to support their confidence and growth as learners and their increasing competencies in the subject area

Identification and Measurement of Student Learning

- Demonstrates a broad view of student learning, including knowledge mastery, procedural competencies, creative capabilities, emotional engagement, and/or reflective understanding
- Defines a range of goals for learners within courses, including subject-matter goals, personal goals, and/or professional goals
- Is transparent in sharing goals, criteria, and assessment processes with students
- Employs a range of strategies to assess student learning, in-process and/or for final products
- Chooses and adapts assessment strategies to match specific activities, assignments, courses, goals, and/or student groups

Impact of Teaching In and Beyond the Classroom

- Elicits positive responses from students and/or from faculty peers
- Mentors graduate or undergraduate students, and/or mentors other faculty members
- Engages in curriculum design or revision, or participates in educational program leadership
- Designs, integrates, and/or supports extracurricular or off-campus learning experiences
- Shares educational knowledge and experiences with other instructors
- Engages in scholarship of teaching and learning