

## TEA: REQUIREMENTS FOR TEACHING STATEMENTS & VITAS

Last updated Fall 2024

Congratulations on being nominated for an award! Please use the following guidelines as you prepare your first-round submission, and consult the criteria list.

Please compile your submission into a **single PDF document** and submit it to the [2025 TEA Teaching Statement and CV Form](#). We are not accepting submissions via email this year.

### Cover Sheet: One Page

Your cover sheet helps reviewers quickly identify key elements of your teaching experience.

***Please include this page at the start of your document***; it does not affect the page-length expectations of the other sections.

Your cover sheet should include the following information:

- Your Name
- Your Title/Rank
- Your Department or Unit, if applicable
- Your College/School
- The number of complete years you have taught full-time at Mason (must be at least 3 complete years, not including the current semester)
- Any course(s) you have taught as part of Mason Core
- Any course(s) you have taught as part of Mason Impact (including OSCAR/RS, entrepreneurship, community-engaged, or other project- or problem-based courses)

### Teaching Statement: Maximum Five Pages (single-spaced; visuals may be included)

Your teaching statement helps reviewers *see you* as a teacher: what you do, why you do it, in what modes and spaces you do it, and how your work affects student learning. Please write for reviewers who have extensive classroom experience but who have not taught in your field with your specific opportunities and resources before. Remember that the reviewers may not know whether a particular approach is innovative or particularly difficult *for your field or context* unless you provide a brief explanation. See some [recent examples online](#), but keep in mind that the committee has no preference for a single format, structure, emphasis, or approach.

The committee takes the **five-page limit** (using reasonable font size and margins) seriously. It's designed to help nominees focus on key issues and help committee

members compare multiple candidates' statements—and so the committee will consider disqualifying a faculty member whose statement exceeds that length.

### Teaching CV: Maximum Five Pages

Your teaching cv helps reviewers put the specific examples of teaching from your statement into their full professional context. Please remember that we define “teaching” broadly, including work you may do mentoring students or colleagues, working on curriculum design or assessment, serving on teaching-related committees, providing educational leadership in the community, and/or sharing your expertise or scholarship about teaching with regional or national audiences via conferences or publication.

Please use the five-page limit as encouragement to be selective and to focus the committee’s attention on the elements of your professional career, especially your career teaching at Mason, that directly influence or represent your teaching.

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## CRITERIA FOR TEACHING STATEMENTS & VITAS

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The following four criteria will be used to evaluate the submissions. Your statement should address all four areas. You need not address them in this order or in equal detail; however, committee members note that it can be helpful in some cases to directly identify examples that might be less obvious indications of your growth, assessment practices, or impact. 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-point in depth. Also, there is necessarily some overlap across criteria. For our nominees interested in recognition for High Impact Learning or Inclusive Teaching, it is expected that evidence of your pedagogies will be embedded within your overall discussions.

Identity, Growth, and Reflective Practice as an Educator
<ul style="list-style-type: none"><li>• Offers evidence of growth, risk-taking, and/or development as educator, over time and/or in relation to a single course</li><li>• Shows self-awareness of their educational values, goals, strengths and weaknesses</li><li>• Seeks out and builds on new knowledge to support their teaching</li><li>• Seeks out and builds on feedback on their teaching, from colleagues and/or students</li></ul>

- 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, equitable, 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