

## CRITERIA FOR TEACHING STATEMENTS & VITAS

The following rubric will be used to evaluate the submissions. Please note that the bullets here are *examples* of how you might talk about each of the criteria; there is not an expectation that each candidate will cover each in depth. And, there is necessarily some overlap across criteria. For our Technology-Enhanced Teaching Award nominees, it is expected that your use of technology will be embedded within each criteria.

Criteria	Weak to Satisfactory (1)	Strong (3)	Exceptional (5)
<p><b>Commitment to and Passion for Teaching</b></p> <ul style="list-style-type: none"> <li>• Authentic voice; sense of purpose; engagement; passion</li> <li>• Takes teaching and learning practices beyond the classroom</li> <li>• Willingness to explore and take risks in practice</li> <li>• Worked to overcome/deal with a unique challenge</li> <li>• Models expected behaviors</li> <li>• Communicates and supports high expectations for students</li> <li>• Innovation and course development are hallmarks</li> </ul>			
<p><b>Addresses question: Why do course ideas/concepts matter?</b></p> <ul style="list-style-type: none"> <li>• Integrates teaching with research, scholarship, and practice</li> <li>• Engages students in outside the classroom activities</li> <li>• Facilitates student research</li> <li>• Connects course to important contemporary issues</li> <li>• Integrates course material into real world situations</li> <li>• Passion for subject matter</li> <li>• Helps students see the “big picture”</li> </ul>			
<p><b>Student and Learner Engagement</b></p> <ul style="list-style-type: none"> <li>• Facilitates active learning strategies, encourages participation</li> <li>• Collaborative learning</li> <li>• Uses technology to enhance engagement</li> <li>• Co-curricular activities are assigned, valued, brought back into the classroom</li> <li>• Engages students outside the classroom</li> <li>• Works for an inclusive classroom, accommodates different learning styles</li> <li>• Scaffolding- builds the foundation for students to handle complex concepts and tasks</li> </ul>			
<p><b>Measurement of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Goes beyond university evaluations</li> <li>• Classroom Assessment Techniques (CATs)</li> <li>• Variety in student assessment strategies</li> <li>• Development of rubrics</li> <li>• Use of external raters</li> </ul>			

Criteria	Weak to Satisfactory (1)	Strong (3)	Exceptional (5)
<p><b>Growth, Development, &amp; Identity as Educator</b></p> <ul style="list-style-type: none"> <li>• Self-awareness of strengths and weaknesses</li> <li>• Clear understanding of what s/he has to offer students; what students take away from class</li> <li>• Worked to overcome/ deal with a unique challenge</li> <li>• Values what students bring; learning from students</li> <li>• Mentors other faculty members</li> <li>• Offers evidence of growth and development as educator through the classroom experience</li> </ul>			
<p><b>Responsiveness to Students</b></p> <ul style="list-style-type: none"> <li>• Provides frequent, constructive feedback to students</li> <li>• Uses Classroom Assessment Techniques (CATs)</li> <li>• Solicits ongoing student feedback</li> <li>• Feedback used to make course corrections</li> <li>• Available/accessible to students in-person or on-line</li> <li>• Works in one-on-one capacity as a mentor &amp; advisor; uses a developmental and apprenticeship approach</li> <li>• Acknowledges, plans for diverse learning needs and preferences</li> <li>• Fosters students' intellectual and emotional growth</li> <li>• Demonstrates care and respect for students</li> </ul>			
<p><b>Education as Transformative</b></p> <ul style="list-style-type: none"> <li>• Classroom creativity</li> <li>• Empowers students</li> <li>• Works in a one-on-one capacity as mentor &amp; advisor</li> <li>• Mission: Tackles important issues (e.g., stem cells, diversity-related issues, globalization, etc.)</li> <li>• Goes "above and beyond"</li> </ul>			