

RUBRIC | EXCELLENCE IN ONLINE TEACHING AWARD

DESCRIPTION				
	Excellent	Good	Acceptable	Unacceptable
Teaching Statement Descriptive and reflective statement about candidate's approach to teaching online, highlighting particular strengths	Rich descriptions and reflection indicate thoughtful and deliberate course planning and execution as well as broad effectiveness and a novel way of employing technology.	Description and reflection suggest effective teaching.	Provides both description and reflection but they do not suggest effective teaching.	Missing description or reflection.
Faculty Development Engagement in activities for faculty development in online teaching	Active and on-going efforts to improve online teaching through seminars, readings, mentoring others, etc.	Completed several courses, seminars, or multiple discrete activities.	Completed a course, seminar, or discrete faculty development activity.	No evidence of faculty development.
Mini-course Portfolio Syllabus, learning objectives, and lesson/module with assessment, course alignment, student evaluations	Course is thoughtfully designed and shows complete alignment of objectives, assessments, and activities. Strong student evaluations.	Portfolio is strong overall, but one of the three components is weak.	All three components are average, or only one is strong.	Little evidence of careful planning; little or no alignment of components. Weak student evaluations.

EVIDENCE OF QUALITY				
	High Distinction	Good	Acceptable	Unacceptable
Peer Review Letter from peer reviewer evaluating teaching performance by direct observation in the learning management system (and classroom, if hybrid) and review of course materials. Peer may be someone who has taught a fully-online, hybrid/blended, or face-to-face course	Peer review demonstrates clear excellence in online teaching with multiple indicators and examples	Peer review discusses applicant in positive terms; but gives only a single piece of evidence from a conclusive indicator or example	Peer review discusses applicant in average terms, or positively but without giving clear evidence from conclusive indicators or examples	Peer review is missing, or is featuring applicant in poor terms

OVERALL IMPRESSION				
	High Distinction	Good	Acceptable	Unacceptable
Overall Impression Preponderance of all materials demonstrates excellence in online teaching	Strong evidence from multiple sources suggests outstanding online teaching	Evidence suggests strong online teaching	Evidence suggests good online teaching	Evidence suggests average or weak online teaching