

## Rubric: IUSB Faculty Teaching Excellence Award

Rubric used by the Senate Teaching Committee to encourage discussion in choosing Teaching Excellence Award Winners in order to recognize sustained and consistent excellence in teaching excellence.

REQUIRED ELEMENTS				
	HIGH DISTINCTION	GOOD	ACCEPTABLE	Unacceptable
<b>Unit Ranking</b> Mark the ranking given by the candidate's unit.	Received High Distinction from Unit.	Received Good from Unit.	Received Acceptable from Unit.	Receive Unacceptable from Unit.
<b>Reflective Teaching</b> Evidence of reflective teaching or self-analysis of teaching in development of a cohesive teaching philosophy.	Demonstrates excellent self-reflection in developing a coherent narrative, which leads to a cohesive philosophy of teaching.	Demonstrates strong self-reflection in developing a coherent narrative and/or a cohesive philosophy of teaching, but elements may still be in development.	Provides some documentation and self-reflection, but does not develop a coherent narrative or cohesive philosophy of teaching.	Poor documentation of reflection or self-analysis.
<b>Peer Review</b> Evaluation of teaching performance through direct observation or review of course materials by a peer.	Peer evaluation demonstrates clear excellence in teaching with multiple indicators and examples.	Peer evaluation discusses applicant in glowing terms but gives only a single piece of evidence from a conclusive indicator or example.	Peer evaluation discusses applicant in glowing terms without giving clear evidence from conclusive indicators or examples.	Peer evaluator discusses applicant in average or poor terms.
<b>Student Evaluations</b> Evidence in student evaluations and/or comments is given for excellence in teaching with a coherent summary and reflective analysis of qualitative and quantitative data.	One-page summary clearly makes case for excellence with a coherent and reflective analysis. Student evaluations demonstrate excellence as perceived by students with only a few outliers.	One-page summary makes case for very good performance. Student evaluations demonstrate excellence as perceived by students in most courses on most questions.	One-page summary is given. Student evaluations demonstrate strong teaching as perceived by students in many but not all courses or questions.	Student evaluations do not demonstrate good teaching as perceived by students in most courses or questions. One-page summary might be missing.

SUMMARY OF TEACHING ACCOMPLISHMENTS				
	HIGH DISTINCTION	GOOD	ACCEPTABLE	Unacceptable
<b>Accomplishments</b> Documentation of teaching accomplishments such as Course development, teaching innovations, teaching awards, scholarship of teaching and learning, teaching-related service, faculty development for teaching, evidence of outstanding student outcomes, advising, etc.	Multiple accomplishments across a variety of areas with some demonstrating outstanding evidence of excellence in teaching.	Multiple accomplishments across a variety of areas OR a few outstanding accomplishments give evidence of excellence in teaching	Evidence suggests several accomplishments in support of teaching.	Little or no evidence of teaching accomplishments

**OVERALL IMPRESSION**

	<b>HIGH DISTINCTION</b>	<b>GOOD</b>	<b>ACCEPTABLE</b>	<b>Unacceptable</b>
<b>Overall Impression</b> Preponderance of all evidence demonstrates excellence in teaching.	Strong evidence from multiple sources suggests outstanding teaching.	Evidence suggests outstanding teaching.	Evidence suggests good teaching.	Evidence suggests average or weak teaching.