

## Outstanding Part-Time Faculty Teaching Award Evaluation Rubric

- Confirm eligibility
  - At least 18 credits of teaching at UVM prior to the award application deadline
  - At least 3 credits within the past calendar year

Criteria	Score			
	0	1	2	3
<b>EXCELLENCE IN TEACHING</b>				
<i>Demonstrated record of excellence in teaching</i>	<b>Little or no evidence of teaching effectiveness.</b> <ul style="list-style-type: none"> <li>• Poor evidence of teaching and mentoring skills.</li> <li>• Limited evidence of a commitment to mentoring or teaching.</li> </ul>	<b>Modest evidence of teaching effectiveness.</b> <ul style="list-style-type: none"> <li>• Evidence of mentoring and teaching skills is present but vague or only partially documented.</li> <li>• Partial evidence of a commitment to mentoring or teaching.</li> </ul>	<b>Good evidence of teaching effectiveness.</b> <ul style="list-style-type: none"> <li>• Well-documented evidence of strong teaching and mentoring skills.</li> <li>• Well-documented evidence of a clear commitment to mentoring and teaching.</li> </ul>	<b>Superb evidence of teaching effectiveness.</b> <ul style="list-style-type: none"> <li>• Well-documented evidence of an exceptionally high impact in teaching and mentoring.</li> <li>• Well-documented evidence of exemplary teaching and mentoring commitment.</li> </ul>
<b>COMMITMENT TO STUDENT LEARNING AND PEDAGOGY INNOVATION</b>				
<i>Demonstrated commitment to student learning and pedagogy innovation</i>	<b>Little to no record of commitment to student learning and pedagogy innovation</b> <ul style="list-style-type: none"> <li>• Absence of evidence of activities focused on increasing student learning (e.g., learning about and adopting evidence-based teaching practices).</li> <li>• Lack of evidence of pedagogical innovation (e.g., creative activities, assignments, assessments).</li> </ul>	<b>Modest record of commitment to student learning and pedagogy innovation</b> <ul style="list-style-type: none"> <li>• Some evidence of activities focused on increasing student learning (e.g., learning about and adopting evidence-based teaching practices).</li> <li>• Some evidence of pedagogical innovation (e.g., creative activities, assignments, assessments).</li> </ul>	<b>Good record of commitment to student learning and pedagogy innovation</b> <ul style="list-style-type: none"> <li>• Substantive efforts to increase student learning (e.g., learning about and adopting evidence-based teaching practices).</li> <li>• Clear evidence of pedagogical innovation (e.g., creative activities, assignments, assessments).</li> </ul>	<b>Superb record of commitment to student learning and pedagogy innovation</b> <ul style="list-style-type: none"> <li>• Exemplary efforts to increase student learning (e.g., learning about and adopting evidence-based teaching practices).</li> <li>• Exemplary evidence of pedagogical innovation (e.g., creative activities, assignments, assessments).</li> </ul>

<b>INCLUSIVE TEACHING AND COMMITMENT TO DIVERSITY</b>				
<i>Evidence of inclusive practices in teaching and commitment to diversity</i>	<p><b>Little to no evidence of inclusive practices in teaching and commitment to diversity</b></p> <ul style="list-style-type: none"> <li>Absence of evidence of inclusive teaching practices (e.g., incorporating topics related to diversity and authors with diverse identities into syllabi).</li> <li>Absence of evidence of a thoughtful commitment to diversity (e.g., efforts to engage in training or activities to improve inclusive practices).</li> </ul>	<p><b>Modest evidence of commitment to diversity goals</b></p> <ul style="list-style-type: none"> <li>Some evidence of integration of inclusive teaching practices (e.g., incorporating topics related to diversity and authors with diverse identities into syllabi).</li> <li>Some commitment to diversity (e.g., efforts to engage in training or activities to improve inclusive practices).</li> </ul>	<p><b>Strong evidence of commitment to diversity goals</b></p> <ul style="list-style-type: none"> <li>Substantive evidence of integration of inclusive teaching practices (e.g., Universal Design for Learning, incorporating topics related to diversity and authors with diverse identities into syllabi).</li> <li>Evidence of clear and consistent commitment to diversity (e.g., efforts to engage in training or activities to improve inclusive practices).</li> </ul>	<p><b>Exceptional evidence of commitment to diversity goals</b></p> <ul style="list-style-type: none"> <li>A leader in integration of inclusive teaching practices (e.g., Universal Design for Learning, topics related to diversity and authors with diverse identities into syllabi).</li> <li>Exceptional evidence of ongoing commitment to diversity (e.g., efforts to engage in training or activities to improve inclusive practices).</li> </ul>
<b>NOTABLE ACHIEVEMENTS</b>				
<i>Notable achievement(s) in teaching, research/scholarship/creative arts, or service recognized beyond the University that bring recognition to the department, program, college or school</i>	<b>Minimal to no evidence of notable achievements.</b>	<b>Achievements present but minor in scope or limited recognition beyond UVM.</b>	<b>Clear notable achievements with recognition beyond UVM.</b>	<b>Superb notable achievements with high levels of recognition beyond UVM.</b>

Updated 9/2023