

Teaching Excellence Rubric

The Teaching Excellence Rubric is a resource for documenting teaching excellence

TEACHING AND LEARNING ACCOMPLISHMENTS	GOOD QUALITY INDICATORS	OUTSTANDING QUALITY INDICATORS
Evidence of Student Achievement/Student Learning	<p>Satisfactory completion of coursework based on recognized disciplinary norms</p> <p>Low rates of D-F-W (rates consistent with national rates in your discipline)</p> <p>Satisfactory scores on national exams, proficiency exams, common final, etc. based on recognized disciplinary standards</p>	<p>Evidence of improvement in student learning</p> <p>Use of Classroom Assessment Techniques (CATs) - Complete the Teaching Goal Inventory (TGI); select, use, and report results of CATs aligned with major TGIs (e.g., minute paper, concept maps, portfolios)</p> <p>Scores on national exams, proficiency exams, common final etc. is above average based on recognized disciplinary standards</p>
Students' Evaluation of Teaching	<p>Satisfactory scores on departmental student evaluation of teaching</p> <p>Positive written comments</p>	<p>Above average scores on departmental student evaluation of teaching</p> <p>Students written comments addressing positive impact of faculty</p> <p>Student written comments addressing their own learning</p> <p>Student satisfaction with the teaching and learning environment. Can be assessed with the use of satisfaction scales, such as the Learning Climate Scale (as provided by the FCTL)</p>
Student Advising	<p>Advising of students</p> <p>Student satisfaction with advising</p>	<p>Advising load at or above departmental average</p> <p>Positive Student comments/letter of thanks solicited or unsolicited</p> <p>Publications and presentations related to advising (e.g. MACADA)</p> <p>Publications in peer reviewed journals</p> <p>Professional development related to advising</p> <p>MSU's Master Advisor certification</p>

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<p>Peer Evaluation</p>	<p>Use of peer evaluation of teaching including:</p> <ul style="list-style-type: none"> • Classroom observations • Reviews of course syllabi and other teaching material 	<p>Use of a peer review process implemented by colleges and departments</p> <p>Use of a peer review process based on standard procedure and rubric developed by the FCTL</p> <p>Improvements/changes made based on peer evaluation process</p>
<p>Mentoring colleagues</p>	<p>Peer review of colleagues' teaching</p> <p>Peer evaluation of colleagues' teaching-related products</p> <p>Mentoring colleagues teaching a new course</p>	<p>Leadership in peer review as a means of improving teaching</p> <p>Developing/conducting training workshops</p> <p>Evidence of workshops effectiveness and satisfaction as documented by evaluations</p> <p>Evidence of positive impact on teaching</p>
<p>Supervision of Students in Research and/or creative Endeavor</p>	<p>Independent study, directed research, directed reading</p> <p>Participation in Graduate or undergraduate research projects/presentations/theses/workshops/exhibitions/performances</p>	<p>Presentations at local, national, international conferences by the student or co-authored with the student</p> <p>Publications in peer reviewed journals by the student or co-authored with the student</p> <p>News release/commentary by the</p>

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<p>Pedagogical Practices/Teaching Methods</p>	<p>New teaching methods developed or applied</p> <p>Use of active learning techniques (e.g. group/team learning, case studies, projects)</p> <p>Use of engaged learning (e.g., Service-learning, study away, internships, co-op programs)</p> <p>Use of alternative teaching modalities (e.g., online, blended)</p> <p>Integration of technology in course and other innovations (e.g., course transformation, applications of Universal Design principles)</p>	<p>Evidence of improvement in student learning outcomes</p> <p>Evidence of improvement in student motivation and engagement (tools are available in the FCTL)</p> <p>Presentations at local, national, international conferences</p> <p>Publications in peer reviewed journals</p>
<p>Continuous improvement of courses taught on a regular basis</p>	<p>Evidence of change in the syllabi</p> <p>Evidence of change to course material</p> <p>Peer review of materials</p>	<p>Use of assessments to assess effectiveness of the course</p> <p>Evidence of continuous review and reflection on teaching practice</p> <p>Use of teaching narrative showing in depth reflection on courses taught and necessary improvements</p> <p>Improvement made based on students' feedback and other assessments</p>
<p>Pedagogical Research or Scholarship of Teaching and Learning</p> <p><i>[Generally, pedagogical research or SoTL publications with a conceptual/theoretical orientation and that provide evidence that the</i></p>	<p>Research on use and effectiveness of different modalities in classroom or teaching methods</p> <p>Research on use and effectiveness of Classroom Assessment Techniques (CATs)</p> <p>Research informed by teaching</p> <p>Interdisciplinary evaluation of teaching</p>	<p>Presentations at regional, local, state, national, and international conferences</p> <p>Peer reviewed publications</p>

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<p>Pedagogical Research or Scholarship of Teaching and Learning</p> <p><i>[Generally, pedagogical research or SoTL publications with a conceptual/theoretical orientation and that provide evidence that the efficacy of the pedagogy has been systematically studied and evaluated may be cross-referenced under research]</i></p>	<p>Research on use and effectiveness of different modalities in classroom or teaching methods</p> <p>Research on use and effectiveness of Classroom Assessment Techniques (CATs)</p> <p>Research informed by teaching</p> <p>Interdisciplinary evaluation of teaching methods</p>	<p>Presentations at regional, local, state, national, and international conferences</p> <p>Peer reviewed publications</p>
<p>Instructional content</p>	<p>Peer reviewed textbooks, articles, edited volumes, workbooks related to instructional content</p> <p>Production of CDs, digital work, electronic manuals</p>	<p>Material is made public and disseminated internally and externally</p>
<p>Development of new courses/participation in Curriculum Review</p>	<p>Review of course objectives, student work, course philosophy, alignment with University Mission</p> <p>Proposals for new courses, curricula, programs</p> <p>Development of syllabi and new course material</p> <p>Textbook selection</p>	<p>Curriculum development clearly reflects current best practices</p> <p>Identification of clear learning outcomes and assessments</p> <p>Course curriculum is approved, offered, and well received</p> <p>Materials developed are peer reviewed</p>
<p>Course transformation/ First Year Seminar</p> <ul style="list-style-type: none"> • First Year experience and General Educations courses developed or transformed 	<p>Project completed</p> <p>Integration of technology</p> <p>Redesign of course material</p> <p>Redesign of instruction/ discussion/reflection</p> <p>Peer review of course</p>	<p>Project successfully completed: Demonstrated increase in learning outcomes while maintaining or reducing costs</p> <p>Purposeful integration of pedagogical best practices that reflect universal design principles and first year theories</p> <p>Blended/hybrid courses reflect purposeful use of technology to support learning and increase</p>

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<p>Course transformation/ First Year Seminar</p> <ul style="list-style-type: none"> • First Year experience and General Educations courses developed or transformed 	<p>Project completed</p> <p>Integration of technology</p> <p>Redesign of course material</p> <p>Redesign of instruction/ discussion/reflection</p> <p>Peer review of course</p>	<p>Project successfully completed: Demonstrated increase in learning outcomes while maintaining or reducing costs</p> <p>Purposeful integration of pedagogical best practices that reflect universal design principles and first year theories</p> <p>Blended/hybrid courses reflect purposeful use of technology to support learning and increase learning outcomes</p> <p>Evidence that the incorporation of best practices improved learning outcomes</p> <p>Evidence of course impact shows improved student learning and success</p> <p>Interdisciplinary course development</p> <p>Preparation of regional, local, state, or national course transformation grant</p> <p>Receipt of regional, local, state, or national grant for course transformation project</p>
<p>Professional Development/Involvement in Professional Organizations Devoted to Teaching</p>	<p>Member of a professional organization</p> <p>Staying abreast of the literature on teaching and learning</p> <p>Attendance at conferences and workshops</p> <p>Reviewer for refereed pedagogical journals, conference abstracts, textbooks etc.</p>	<p>Officer in organization</p> <p>Documented effectiveness as an officer (e.g. amount of work done, number of products produced)</p> <p>Editor of pedagogical journal or newsletter</p> <p>Member of a teaching task force</p> <p>Conference/sessions organizer</p> <p>Manage electronic discussion forum related to teaching</p> <p>Evidence of success, impact, outreach, and quality of the conference/sessions/forum</p>

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Non-credit courses, training, or workshops and certification programs	Develop/teach non-credit courses, training, workshops, or certification programs	Participants satisfaction with course Evidence of course impact and effectiveness
Program Assessment and program accreditation	<p>Development of assessment activities and assessment plans</p> <p>Identification of learning outcomes and appropriate assessments</p> <p>Review documents and reports from accreditation agencies</p> <p>Participates in accreditation process</p>	<p>Participation in local, national, and international professional development opportunities and workshops</p> <p>Implementation of program and departmental assessment activities</p> <p>Leadership role in the development of effective assessment activities and plans</p> <p>Use of assessment results for continuous improvement of student learning outcomes</p> <p>Implementation of changes as a result of assessment activities</p> <p>Leadership role in accreditation process</p>
Teaching Awards	<p>Award nominee</p> <p>Award recipient</p>	<p>Peer reviewed nomination/selection process</p> <p>Selectivity of award (national)</p>