Excellence in Undergraduate Teaching

| Criteria | 0 | 1 | 2 | 3 |
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| Educator's ability to foster community and interpersonal relationships among and with students. Utilizes clear communication practices to support student learning. | Doesn't mention or provide specific or concrete examples of ability to foster community and interpersonal relationships among student, utilizing clear communication practices to support student learning, and shows an alignment between teaching practices and student learning. | Provides one specific or concrete example of the ability to foster community and interpersonal relationships among students, utilizing clear communication practices to support student learning, and shows an alignment between teaching practices and student learning. | Provides two specific or concrete examples of the ability to foster community and interpersonal relationships among students, utilizing clear communication practices to support student learning, and shows an alignment between teaching practices and student learning. | Provides three or more specific or concrete examples of the ability to foster community and interpersonal relationships among students, utilizing clear communication practices to support student learning, and shows an alignment between teaching practices and student learning. |
| Extent to which the educator engages in teaching practices that demonstrate effective design, facilitation, and direction of learning processes to help students meet learning outcomes. | Doesn't mention or provide specific or concrete examples of engaging in teaching practices that demonstrate effective design, facilitation, and direction of learning processes to help students meet learning outcomes. | Provides one specific or concrete example of engagement in teaching practices that demonstrate effective design and facilitation, and direction of learning processes to help students meet learning outcomes. | Provides two specific and concrete evidence of engagement in teaching practices that demonstrate effective design, facilitation, and direction of learning processes to help students meet learning outcomes. | Provides three or more specific and concrete evidence of engagement in teaching practices that demonstrate effective design, facilitation, and direction of learning processes to help students meet learning outcomes. |
| Educator advances racial equity and social justice in the classroom or other learning environments | Doesn't mention/demonstrate commitment to advancing racial equity and social justice | Provides 1 example of specific and concreate evidence of advancing racial equity and social justice in the classroom or other learning environment | Provides 2 examples of specific and concreate evidence of advancing racial equity and social justice in the classroom or other learning environment | Provides 3 or more examples of specific and concreate evidence of advancing racial equity and social justice in the classroom or other learning environment |
| Educator integrates disciplinary and teaching and learning research into their instructional practices and materials. | Does not provide specific and concreate evidence of integrating disciplinary and teaching and learning professional development into their teaching | Provides specific and concreate evidence of integrating disciplinary and teaching and learning professional development into their teaching in 1 course | Provides specific and concreate evidence of integrating disciplinary and teaching and learning professional development into their teaching in 1-2 courses | Provides specific and concreate evidence of integrating disciplinary and teaching and learning professional development into their teaching in multiple courses |