Scholarship of Teaching and Learning Excellence

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| Criteria | 0 | 1 | 2 | 3 |
| Engaged in the systematic examination of issues regarding student learning and instructional conditions which promote the learning, building on previous scholarship including the reduction of equity gaps.   | Does not provide specific and concrete example of engagement in the systematic examination of issues about student learning and instructional conditions which promote the learning, building on previous scholarship, including reduction of equity gaps | Provides 1 specific and concrete example of engagement in the systematic examination of issues about student learning and instructional conditions which promote the learning, building on previous scholarship, including reduction of equity gaps | Provide one specific and concrete examples of a well-established body of work that acknowledges the importance of Teaching and Learning as a research agenda | Provides 3 or more specific and concrete examples of engagement in the systematic examination of issues about student learning and instructional conditions which promote the learning, building on previous scholarship including reduction of equity gaps |
| Value or impact of Scholarship of Teaching and Learning efforts both within the program, department, discipline and to the teaching and learning community at the University.  | Does not provide any specific and concreated examples of the value or impact of Scholarship of Teaching and Learning efforts both within the discipline and to the teaching and learning community. | Provides one specific and concreated example of the value or impact of Scholarship of Teaching and Learning efforts both within the discipline and to the teaching and learning community. | Provides two specific and concreated examples of the value or impact of Scholarship of Teaching and Learning efforts both within the discipline and to the teaching and learning community. | Provides three or more specific and concreated examples of the value or impact of Scholarship of Teaching and Learning efforts both within the discipline and to the teaching and learning community. |
| Demonstrates a body of scholarship or a research agenda (what has been done and what is planned for the future) focused on teaching and learning. The scholarship illustrates a consistent teaching philosophy.  | Doesn't mention/demonstrate a research agenda that has contributed to the body of Scholarship of Teaching and Learning, plans for continued research in the Teaching and Learning body of Literature, and has a well-illustrated and consistent | Has a limited research agenda that has contributed to the body of Scholarship of Teaching and Learning, plans for continued research in the Teaching and Learning body of Literature, but does not have a well-illustrated and consistent teaching philosophy. | Has a limited research agenda that has contributed to the body of Scholarship of Teaching and Learning, plans for continued research in the Teaching and Learning body of Literature, and has a well-illustrated and consistent teaching philosophy. | Has an extensive research agenda that has contributed to the body of Scholarship of Teaching and Learning, plans for continued research in the Teaching and Learning body of Literature, and has a well-illustrated and consistent teaching philosophy. |
| Produced scholarly work which contributes new questions and knowledge about teaching and learning.  | Does not provide any specific and concrete example of scholarly work contributing to new questions and knowledge about teaching and learning.  | Provides 1 specific and concrete example of scholarly work contributing to new questions and knowledge about teaching and learning.  | Provides 2 specific and concrete examples of scholarly work which contribute to new questions and knowledge about teaching and learning.  | Provides 3 or more specific and concrete examples of scholarly work which contribute to new questions and knowledge about teaching and learning.  |
| Extent to which a well-established body of work that acknowledges the importance of Teaching and Learning as a Research Agenda has been demonstrated. | Does not provide any specific and concrete examples of a well-established body of work that acknowledges the importance of Teaching and Learning as a research agenda | Provide one specific and concrete examples of a well-established body of work that acknowledges the importance of Teaching and Learning as a research agenda | Provide two specific and concrete examples of a well-established body of work that acknowledges the importance of Teaching and Learning as a research agenda | Provide three specific and concrete examples of a well-established body of work that acknowledges the importance of Teaching and Learning as a research agenda |