



TEACHING RUBRIC (90%)

Name of the GFM: _____

The GFM submits personal narrative

The GFM submits self-assessment rubric

The faculty member attains at least 5 points in Teaching Effectiveness:

Category	Points	Total
I. Teaching Effectiveness		
<p>A. Does not demonstrate Teaching Effectiveness by:</p> <ul style="list-style-type: none"> - Earning student evaluation ratings that are below the Department mean (below 4 points) based on responses to the <i>Instructor Questions</i> of the course evaluations. - Not contributing equally to course level team-work, including collaborating with preceptors, meeting deadlines for assessments, observing all department policies. 	0-4	
<p>B. Demonstrates Teaching Effectiveness by:</p> <ul style="list-style-type: none"> - Earning student evaluation ratings that are approximately equivalent to the Department mean (around 4 points) based on responses to the <i>Instructor Questions</i> of the course evaluations. - Contributing equally to course level team-work, including collaborating with preceptors, meeting deadlines for assessments, observing all department policies. 	5-7	
<p>C. Demonstrates Excellence in Teaching:</p> <ul style="list-style-type: none"> - Earning student evaluation ratings consistently above the Department mean (around 4.5 points) based on responses to the <i>Instructor Questions</i> of the course evaluations - Contributing equally to course level team-work, including collaborating with preceptors, meeting deadlines for assessments, observing all department policies. 	8	

Plus, she/he attains at least 1 item of the following in Ongoing Professional Development:

Note: an activity/event cannot be counted twice in the rubric

Category	Points	Total
II. Ongoing Professional Development		
<i>Please list all professional development events at end of this document.</i>		
A. Shows a dedication to ongoing professional development opportunities by <u>attending</u> any of the following: <ul style="list-style-type: none"> - <u>Within Arts and Sciences</u>: IWL talks, IWL Symposium, IWL retreat, etc. - <u>At University Level</u>: <ul style="list-style-type: none"> o CTE workshops, Contemplative Sciences Center workshops, etc. o Conferences related to any area of his/her teaching work. o A faculty learning community (e.g. IWL, CSC, CTE). - <u>Beyond University Level</u>: Conferences related to any area of his/her teaching work. 	1 each	
B. Shows a dedication to ongoing professional development opportunities by <u>presenting</u> at any of the following: <ul style="list-style-type: none"> - <u>Within Arts and Sciences</u>: IWL talks, IWL Symposium, IWL retreat, etc. - <u>At University Level</u>: <ul style="list-style-type: none"> o CTE workshops, Contemplative Sciences Center workshops, etc. o Conferences related to any area of his/her teaching work. o A faculty learning community (e.g. IWL, CSC, CTE). - <u>Beyond University Level</u>: Conferences related to any area of his/her teaching work. 	2 each	
III. Innovations in Teaching		
<i>Explain at end of this document.</i>		
Makes significant curricular/syllabus changes and improvements to a course to increase learning effectiveness.	2	
Prepares and teaches a new course.	4	
Demonstrates efforts to revise courses to be more inclusive and incorporate equitable teaching practices.	2	
Is awarded a grant or fellowship to support curricular innovation or improvement.	1	
IV. Awards and Honors		
Receives an award for teaching excellence	2	
Addendum		
Section IIA. List all professional development events you attended.		
Section IIB. List all professional development events where you presented.		
Section III. Use this space to describe your innovations in teaching, course redesign, new course preparation, or grant award.		