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| **Criteria**  | **Developing** **0-1** | **Proficient****2-3** | **Exemplary** **4-5** | **Total Points & Comments** |
| **Interest in and intended contributions to UTS ADT, specifically the larger vision of how we impact students and how teaching/education are valued** | There is a limited description of how they will leverage their experiences, strengths, and skill sets as active members of the academy, but they do describe their interest and intended contributions to the academy. They have a novel idea with potential significant impact within their institution and across UT institutions. However, the project/initiative has not been implemented and/or there is no proof of concept at their institution.  | Describes interest in and intended contributions that are less clearly aligned to the mission of the academy. Highlights how they will leverage their experiences, strengths, and skill sets as active members of the academy Describes an established project/initiative at their institution and there is minimal to no description of the impact it has had on student success and the teaching and learning culture. Elaborates on how they plan to expand the established project/initiative across UTS institutions through the ADT. | Describes interest in and intended contributions consistent with the mission of the academy by highlighting how they will leverage their experiences, strengths, and skill sets as active members of the academy. Describes an established project/initiative at their institution and the impact it has had on student success and teaching and learning culture. Elaborates on how they plan to expand an established project/initiative across UTS institutions through the ADT. |  |
| **Impact of innovative and research-informed teaching strategies on student learning** | Provides specific examples of continuous improvement of high impact practices (HIPs), whether successful or not (e.g., cooperative learning, inquiry-based learning, service learning, etc.), and innovative teaching and learning practices over time (e.g., beyond ROTA application) that center student learning and needs. Aligns continuous improvement of teaching and learning practices as informed by student and peer feedback (e.g., mid-term/end of semester reflections, course evaluations, student assessments, peer observations of teaching etc.) while contributing to the enhancement of existing research-based teaching strategies.However, there is no evidence provided on how their continuous improvement of teaching and learning practices over time have been implemented beyond the classroom. | Provides specific examples of continuous improvement of high impact practices (HIPs), whether successful or not, (e.g., cooperative learning, inquiry-based learning, service learning, etc.) and innovative teaching and learning practices over time (e.g., beyond ROTA application) that center student learning and needsAligns continuous improvement of teaching and learning practices as informed by student and peer feedback (e.g., mid-term/end of semester reflections, course evaluations, student assessments, peer observations of teaching etc.) while contributing to the enhancement of existing research-based teaching strategies.However, there is minimal to no evidence provided on how their continuous improvement of teaching and learning practices over time has had on student learning, engagement, and success in the course and beyond (e.g., mentoring of students, student academic and professional success, student-instructor partnerships collaborations etc.). | Provides specific examples of continuous improvement of high impact practices (HIPs), whether successful or not, (e.g., cooperative learning, inquiry-based learning, service learning, etc.) and innovative teaching and learning practices over time (e.g., beyond ROTA application) that center student learning and needsAligns continuous improvement of teaching and learning practices as informed by student and peer feedback (e.g., mid-term/end of semester reflections, course evaluations, student assessments, peer observations of teaching etc.) while contributing to the development of new research-based teaching strategies.Highlights the impact that continuous improvement of teaching and learning practices over time has had on student learning, engagement, and success in the course and beyond (e.g., mentoring of students, student academic and professional success, student-instructor partnerships/collaborations etc.).  |  |
| **Action-oriented advocacy efforts on teaching effectiveness through thought leadership and collaboration, faculty development on teaching, and student success initiatives (consistent with workload context).**  | Describes participation in department, college, and/or university initiatives that promote and support the value of effective teaching practices (e.g., faculty development programs, recognition and awards, policy and advocacy initiatives, student success initiatives) and recognize their impact on student learning and success. Participates in Collaborative Teaching Communities that allows faculty members to collaborate, share ideas, and discuss teaching challenges and successes to foster a supportive environment for continuous improvement and professional growth, such as (but not limited to) peer observations of teaching, new faculty orientation, or mentorship programs that encourage a culture of collaboration, professional growth, and the sharing of effective strategies.There is no evidence of the impact of these efforts on student learning and success and how their efforts have led others to become aware of and implement effective teaching and learning practices.  | Describes participation and leadership in department, college, and/or university initiatives that promote and support the value of effective teaching practices (e.g., faculty development programs, recognition and awards, policy and advocacy initiatives, student success initiatives) and recognize their impact on student learning and success.Takes a leadership role (e.g. presenter, group discussion leader, etc.) in Collaborative Teaching Communities that allows faculty members to collaborate, share ideas, and discuss teaching challenges and successes to foster a supportive environment for continuous improvement and professional growth, such as (but not limited to) peer observations of teaching, new faculty orientation, or mentorship programs that encourage a culture of collaboration, professional growth, and the sharing of effective strategies.There is some evidence of the impact on student learning and success and how their efforts have led others to become aware of and implement effective teaching and learning practices. The evidence provided supports efforts related to leading and collaborating with others on how to engage in continuous improvement of teaching practices as informed by student and peer feedback and research-based strategies. | Describes participation and leadership in department, college, and/or university initiatives that promote and support the value of effective teaching practices (e.g., faculty development programs, recognition and awards, policy and advocacy initiatives, student success initiatives).Creates and takes a leadership role in Collaborative Teaching Communities that allows faculty members to collaborate, share ideas, and discuss teaching challenges and successes to foster a supportive environment for continuous improvement and professional growth, such as (but not limited to) peer observations of teaching, new faculty orientation, or mentorship programs that encourage a culture of collaboration, professional growth, and the sharing of effective strategies.Provides specific examples that demonstrate the impact on student learning and success and how their efforts have led others in becoming aware of and implementing effective teaching and learning practices. The evidence provided supports efforts related to leading and collaborating with others on how to engage in continuous improvement of teaching practices as informed by student and peer feedback and research-based strategies. |  |
| Total |  |  |