

## General Education Teaching Award Evaluation Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<i>What role does collaboration play in your General Education course?</i>	Evaluates examples of collaboration in General Education teaching, supported by direct evidence of impact on student achievement of Gen Ed learning outcomes inside and/or outside of the classroom	Explains examples of collaboration in General Education teaching, supported by indirect evidence of student achievement of Gen Ed learning outcomes.	Identifies collaboration in General Education teaching, but disconnected from student achievement of Gen Ed learning outcomes	No clear evidence of collaboration with either faculty or students in general education teaching	
<i>How do your General Education courses contribute to the overall goals of the General Education Program?</i>	Evaluates the ways that their General Education course contributes to the overall goals of the General Education Program inside and/or outside of the classroom, supported by direct evidence from submitted artifacts.	Explains the ways that their General Education course contributes to the overall goals of the General Education Program, supported by indirect evidence from submitted artifacts.	Describes the ways that their General Education course contributes to the overall goals of the General Education Program, drawing only on anecdotal evidence.	No evidence of the ways that their General Education course contributes to the overall goals of the General Education Program.	
<i>What kinds of challenges or failures have you faced in your General Education courses? How have you responded?</i>	Applies teaching innovations, supported by direct evidence and developed in response to failures/challenges (sharing with and supporting other instructors, applying to other courses, etc.)	Explains failures/challenges and responses implemented in the classroom, supported by evidence from submitted artifacts.	Describes failures/challenges and responses, drawing only on anecdotal evidence.	No clear examples of failures/challenges and/or their responses.	
<i>How do you support student success in your General Education course?</i>	Evaluates support for student success, supported by direct evidence of improved student performance inside and/or outside of the classroom.	Explains their strategies of support for student success, supported by indirect evidence from submitted artifacts.	Identifies support for student success, drawing only on anecdotal evidence.	No clear evidence of support for student success.	
<i>How do you create and support a diverse and inclusive classroom?</i>	Evaluates their support for a diverse and inclusive classroom, supported by direct evidence of positive student performance inside and/or outside of the classroom.	Explains their strategies of support for a diverse and inclusive classroom, supported by indirect evidence from submitted artifacts.	Describes strategies for support for a diverse and inclusive classroom, drawing only on anecdotal evidence.	No clear evidence of support for a diverse and inclusive classroom	
<b>Total</b>					

## **Rubric Glossary**

**Artifacts** - The examples or evidence that an instructor provides as part of their application packet. Applicants use artifacts to provide direct evidence or examples to support their responses to application questions.

**Anecdotal Evidence** – Evidence based purely on observation and/or experience, collected in a casual or informal manner, relying heavily or entirely on personal testimony (e.g. instructor’s observations of student reactions to activities; individual student comments, etc.).

**Indirect Evidence** – Evidence that shows an activity was conducted but does not provide direct evidence of the point it is intended to support; requires evaluators/applicants to infer the point.

**Direct Evidence** – Evidence that directly proves the fact or establishes the point it is intended to support.

**Collaboration** – Collaboration can include work among instructors, work among students, or work between instructors and students. Examples of collaboration may be drawn from course assignments, course policies, course development strategies, professional development, or any other activity related to General Education teaching.

**Student Success** – “[Student Success](#) is *the work that we all are doing together* to create the conditions where students can be transformed by their learning, thrive in college, graduate in a timely manner, and enjoy the benefits of a university education throughout their lives.”