**Teaching Fellowship Rubric**

**Note:** Certain criteria are only applicable to the Course-level proposals. Those criteria have been noted below.

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| **Criteria** | **Description** | **3** | **2** | **1** | **0** |
| **Rationale** | The degree to which the project is clearly explained & rationalized, and aligns with one of the Fellowship themes. | The purpose and need for project are clear and explicit; the proposer has explicitly explained the project’s alignment with one of the Fellowship themes. | The purpose and need for project are relatively clear; alignment with one of the Fellowship themes can be inferred from the proposal. | The purpose and need for project are vague; tenuous alignment with one of the Fellowship themes might be inferred from the proposal. | There is no explanation of the purpose and need for the project. |
| **Supporting Evidence** | The degree to which the need for the project is supported with relevant evidence. | Clear and relevant evidence to support the need for the project has been provided and explained / contextualized. | *Mostly relevant evidence to support the need for the project has been provided.* | Some form of evidence to support the need for the project has been provided. | No evidence to support the need for the project has been provided, or evidence is not relevant. |
| **Feasibility** | The degree to which the proposed project is achievable, according to the constraints of the Fellowship (time, funding, etc.)  | The proposer has clearly articulated effective and efficient use of budget, time, and other resources to achieve the project goals. | The proposer has detailed the use of budget, time, and other resources to achieve the project goals, but the estimates are unrealistic. | The proposer has provided a vague, broad overview of how time and resources will be used to support the project. | The proposer has not provided any indication of how time and resources will be used to support the project. |
| **Curricular & Programmatic Priorities** | Integration into a unit/program’s overall curriculum plan and programmatic priorities  | The project is very clearly connected to the unit’s curricular and programmatic priorities | The project is connected to some of the unit’s curricular and programmatic priorities | The project is vaguely connected to one of the unit’s curricular and programmatic priorities | There is no apparent connection to the unit’s curricular and programmatic priorities |
| **Assessment & Evaluation** **(course-level only)** | The assessment/evaluation component of the project  | N/A | The methodology for assessing/evaluating the success of the project is clearly articulated  | The methodology for assessing/evaluating the success of the project is vaguely articulated | No methodology for assessing/evaluating the success of the project is articulated in the proposal  |
| **Fellowship Impact** | The degree to which the proposer plans to contribute to the culture of teaching at UofT | N/A | The proposal clearly proposes ideas on plans to share back to the home academic unit/division in order to enhance the culture of teaching | The proposal vaguely proposes ideas to share back to the home academic unit/division in order to enhance the culture of teaching | The proposal does not propose ideas to share back to the home academic unit /division in order to enhance the culture of teaching |
| **Transferability****(course-level only)** | The transferability of the project’s idea or concept to other contexts | N/A | The proposal clearly articulates how the project can be used in, or could benefit, other contexts  | The idea that the project could be used in, or could benefit, other contexts is vaguely articulated | There is no articulation of how other units will benefit from or make use of the project |
| **Sustainability** | The specificity of a plan for the long-term sustainability of an initiative  | The proposal clearly and specifically articulates the long-term mode of sustainability for the project  | The proposal articulates a model of sustainability for the project.  | The proposal contains only a vague notion of how the project will be sustained beyond the terms of the funding.  | The proposal does not articulate how the project will be sustained beyond the terms of the funding.  |

**Final Score (Course-level) = / 21**

**Final Score (Program-level) = / 17**