

VICE CHANCELLOR'S AWARDS 2023

PROMOTING EXCELLENCE IN LEARNING & TEACHING (PELT)

Criteria	0	1	2	3	4	5	6
1. Has impacted student learning, student engagement or the overall student experience for a period of no less than three years at the University of Notre Dame (two years for a sessional or an early career Staff member), not including the time taken for development or trial of an activity	Application does not demonstrate impact or impact has not been sustained for the three years or more (or two years for sessional or early career).	No convincing evidence is provided to back claims of impact on student learning, engagement or experience.	A range of activities are described but the impact on student learning, engagement, or experience is not clear.	Some evidence of a range of strategies are described but the impact on student learning, engagement, or experience appears ad-hoc.	Evidence that supports claims show good connections between strategies and influence on student learning, engagement, or experience.	Multiple forms of evidence (from a range of sources is provided that clearly demonstrate positive impact on student learning, engagement, or experience.	Multiple forms of evidence (from a range of sources) illustrate high levels of positive impact drawing connections between the initiative and its impact on student learning, engagement or experience.
2. Gained recognition from colleagues, the institution, and/or the broader community	The application provides no evidence that the applicant has gained recognition.	The application provides unreliable or weak evidence that the applicant has gained recognition.	Some evidence is provided but only shows recognition from close colleagues.	The application provides evidence that the initiative has gained some recognition throughout their school/ND based discipline and has been adopted by a few others in an unsystematic manner.	The application provides multiple forms of evidence that the initiative has gained widespread recognition throughout their School/Area and has subsequently been adopted in a systematic manner.	The application provides multiple forms of evidence from a range of stakeholders to support claims of widespread recognition throughout the institution Initiative has been adopted across the institution (possibly nationally).	The application provides multiple forms of evidence from a range of stakeholders that the initiative has been adopted by others across the sector with notable enhancements to student learning.
3. Has shown creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments:	No evidence is provided that the applicant is doing anything different to others in their field.	Application describes new initiatives or approaches, but evidence is not provided. Context is not considered.	Weak or unreliable evidence to show that the applicant implements new initiatives. Context is not explicitly considered.	Limited evidence to show that the applicant implements new initiatives or combines existing approaches in different ways. Context is not deeply considered.	Small range of evidence to show that the applicant trials and implements new initiatives or combines existing approaches in different ways. The innovations are somewhat appropriate for the context in which they are being applied.	Broad range of evidence to show that the applicant has trialed and implemented new initiatives or combined existing approaches in different ways. The innovations are appropriate for the context in which they are being applied.	Very broad range of evidence shows the applicant has trialed and implemented new initiatives or combined existing approaches in different ways. The innovations are appropriate for, and novel to, the context in which they are being applied. A wide range of evidence is provided to illustrate impact on student learning.

<p>4. Draws on the scholarly literature regarding teaching and learning to inform the development of initiatives, programs and/or practice;</p>	<p>Does not refer to scholarly literature of teaching and learning.</p>	<p>Includes some scholarly literature of teaching and learning.</p>	<p>Accurately cites some scholarly literature of teaching and learning.</p>	<p>Attributes decisions around the initiatives/programs/practice to some scholarly literature of teaching and learning.</p>	<p>Links decisions around the initiatives/programs/practice in a considered and thoughtful fashion to a range of contemporary scholarly literature of teaching and learning.</p>	<p>Embeds decisions around initiative/program/practice in a range of relevant contemporary scholarly literature of teaching and learning. Evidence of engagement in scholarly practices in teaching and learning.</p>	<p>Demonstrates a deep understanding and application of relevant scholarly literature of teaching and learning. Connections between their teaching philosophy and scholarly practice are clearly articulated. Substantial evidence provided of leadership in scholarly practices and of significant contributions to the scholarship of teaching and learning</p>
<p>5 Shows overall promotion of and alignment with the Objects of the University</p>	<p>Little or no promotion of and alignment with the Objects of the University.</p>	<p>Evidence of alignment with the Objects is weak or unreliable.</p>	<p>Limited evidence provided to demonstrate promotion and alignment with the Objects of the University.</p>	<p>Limited evidence demonstrates the initiative promotes student outcomes that align with the Objects of the University.</p>	<p>Evidence supports that the initiative promotes and aligns with the Objects of the University.</p>	<p>Evidence clearly links promotion of the Objects of the University with student outcomes.</p>	<p>Initiative is highly valued and aligned with the Objects of the University, as demonstrated through a wide range of student outcomes.</p>
<p>6. Demonstrates evidence for all assertions made in relation to the above.</p>	<p>Little or no evidence provided.</p>	<p>Overall evidence is weak, unreliable or missing for several criteria above.</p>	<p>Overall evidence is unclear or missing for several criteria above.</p>	<p>Overall clear evidence of competence in their work. Evidence could be stronger or more comprehensive in one or more criteria above.</p>	<p>Overall evidence includes a range of data and sources and is clear and systematic across all criteria.</p>	<p>Overall evidence includes a broad range of qualitative and quantitative data from different stakeholders and is convincing and systematic.</p>	<p>Overall evidence includes a comprehensive range of qualitative and quantitative data drawn from self-reflection, students, colleagues and external sources. It is convincing, systematic and sustained.</p>