**Scholarly Framework Defined**

A scholarly framework offers consistent structures and processes for departments to evaluate teaching by making transparent the unit’s

* expectations,
* practices,
* processes, and
* measures

for how it cultivates, recognizes, and rewards instructional quality.

**Benefits of a Scholarly Framework**

Clear and widely communicated departmental values about teaching can

* improve equity and consistency of evaluation across all members in a department
* foster sequential and cumulative continuous improvement
* offer evidence of progress toward personal, departmental, college, and institutional goals
* inform analysis of departmental change over time.

**Common Scholarly Framework: A Rubric**

Example using Quality Teaching Initiative Domains

| **Expected Character- istic** (e.g., QTI Domain) | **4**  **Exemplary** | **3**  **Exceeds Expecta- tions** | **2**  **Meets Expecta- tions** | **1**  **Needs Improve- ment** | **0**  **Does Not Meet** |
| --- | --- | --- | --- | --- | --- |
| **Inclusive** | All (concrete examples from specific sources) | Most (concrete examples from specific sources) | Occasional (concrete examples from specific sources) | Rare (concrete examples from specific sources) | Not Evident (concrete examples from specific sources) |
| **Scholarly** |  |  |  |  |  |
| **Goal Oriented** |  |  |  |  |  |
| **Departmental Domain** |  |  |  |  |  |