

# SCHOLARLY TEACHING TAXONOMY

IUPUI Center for Teaching and Learning

DIMENSION	LEVEL 1	LEVEL 2	LEVEL 3
<b>Evidence-Based Practice</b> <i>A scholarly teacher bases instructional decisions on significant and reliable evidence, research on teaching and learning, and well-reasoned theory.</i>	Makes instructional choices based on research-supported knowledge about teaching and learning. Uses self-report, peer review and feedback, and/or online course reviews to document teaching.	Incorporates foundational research on teaching and learning to fit instructional contexts and student needs; collaborates with others to do the same. Uses self-report, peer review, student learning, and student feedback to document teaching and inform philosophy.	Creates, tailors, and refines teaching strategies based on systematic and documented assessments of student learning and success. Expertise is recognized by others. Documents teaching and engagement through presentations or publications.
<b>Reflective Practice</b> <i>A scholarly teacher engages in a regular and purposeful process of inquiry to discover personal assumptions about teaching and learning and the effects of same on teaching-related decisions.</i>	Maintains curiosity and openness while observing and reflecting on teaching and learning from multiple viewpoints. Identifies assumptions and their origins about teaching and learning in order to explore their accuracy and impact on teaching practices.	Observes own and others' teaching and student learning. Analyzes drivers that influence teaching practices and explores assumptions and implications. Reconciles practices with teaching philosophy. Shares examples with students and colleagues.	Implements and disseminates innovative, effective approaches to reflective practice. Facilitates discussions about assumptions that underlie curricular decisions at department, school, or discipline levels. Designs and/or directs processes that analyze and document teaching.
<b>Curricular/Course Design</b> <i>A scholarly teacher selects, shapes, and designs course materials and teaching strategies in ways that align course goals, student learning outcomes, learning activities, and assessment of learning.</i>	Clearly communicates established course goals and student learning outcomes to students. Aligns course goals, learning outcomes, learning activities, and assessment methods. Uses universal course design to guide decisions about teaching strategies.	Incorporates goals and outcomes into instruction in a sustained and thorough way. Aligns course goals and outcomes with other courses within a department or program or institution. Uses student performance and feedback to inform decisions about goals and outcomes.	Improves goals and outcomes through intentional study and experimentation. Articulates how goals and outcomes are in dialogue with national standards and relevant scholarship. Many sources of input are central to the revision of course goals, outcomes, and assessment.
<b>Ethics and Responsibility</b> <i>A scholarly teacher demonstrates ethical and responsible teaching practices centered on intellectual honesty, the development and empowerment of students, and equity and inclusion.</i>	Conveys disciplinary knowledge with accuracy and honesty. Considers individual student characteristics and developmental needs to guide instruction. Creates welcoming and inclusive learning environments grounded in a commitment to equity and inclusion.	Frames teaching and learning practices as honest and responsible intellectual inquiry. Adjusts and adapts instructional design to fit learner needs and circumstances. Participates in dialogue with colleagues about policies and practices that reflect a commitment to equity and inclusion.	Requires intellectual honesty in all aspects of a teaching career. Leads conversations about advancing student learning and development with others responsible for same. Fosters collaboration among students and colleagues that allows them to practice and advance equity and inclusion. Shares effective practices.
<b>Subject-Matter Expertise and Pedagogical Knowledge</b> <i>A scholarly teacher maintains a high level of proficiency in subject-matter expertise and pedagogically-related knowledge.</i>	Maintains current content knowledge in the discipline. Organizes course content with a view to the history, context, focus, and significance of the subject. Establishes familiarity with evidence-based principles of learning.	Situates coursework within current issues in the field. Uses evidence-based principles of learning to promote and assess students' conceptual understanding and retention of course content.	Makes discipline-specific inquiry a central part of all aspects of a course. Fosters an appreciation of inquiry as a valuable practice. Disseminates effective approaches to teaching in a discipline-specific context.